BOSTON UNIVERSITY

GRADUATE SCHOOL

THESIS

OBJECTIVES IN CIVIC EDUCATION

Submitted by

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(B.S. in Education, Boston University, 1921)

In partial fulfilment of requirements

for the degree of

Master of Arts

1928

July 1929

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I. INTRODUCTION

Purpose of the Study

Curriculum revision is the cry of the hour. The cause is loud-voiced criticism of the schools by statesmen, politicians, business men, and professional men, including educators. The burden of their complaint is that the schools do not prepare their children for the needs of society. The result is seen in many and varied attempts to determine these needs, to state them in terms of "specific objestives," or, "curriculum indices," and to build curricula which will be consistent with them.

Educators have divided the broad field of education into four, five, or more, narrower ones, in accordance with what each has considered the major classes of needs. All agree that one of these is Civic. This study concerns itself with what has been done toward determining and using objectives in this field.

It will be seen that the problem of Civic Education is being attacked from a new angle. The writer has attempted to gather together, to describe, and to analyse what has been done. It is her hope to consider evaluation, at some later date, when there may be a few generally accepted standards evolved, and, to begin a course of study in the social sciences. This thesis would seem the logical first step.

II. HISTORICAL APPROACH

A survey of "Poole's Index" was made to discover the interest in Civic Education and the points of emphasis as disclosed through the periodical literature of that period. This was done in an attempt to show the evolution to present thinking in the field of civic objectives.

The findings may be seen in the following summary, and, in Tables I and II in the Appendix.

a. The number of articles on "Civics", "Civil Government", and the like, during the nineteenth century increased from two, in the first fifty years, to twenty, in the last ten. This is one indication of a corresponding increase in interest.

b. An examination of many articles revealed the following points of emphasis.

(1) The public schools and the colleges began to feel that the burden of training for citizenship was increasing. Lamentations against their inefficiency became insistent and remind us of those we hear today.

(2) The reaction to this feeling of need differed from ours. Educators, then, began to review their courses in "Civil Government", "Civics", "History", "Ethics", and the "Evidences of Christianity". They considered that these contributed directly to "training for citizenship", and, that they must add to their content and revise their methods of teaching so that knowledge would be more widespread and thorough.

(3) A few thought of more carefully defining the field of civic education as one remedy for existing shortcomings. We find at least one writer decrying the "vague, broad, impractical" definitions given by educators. He saw that course of study makers could find no definite goal toward which to steer.

The figures may be seen in the following summary, and, in fact, it can if in the speech.

a. The number of artists or "stars", "real Government", and the like, during the nineteenth century increased from one, in the eighty years, to twenty, in the last one. This is the indication of a corresponding increase in knowledge.

b. An examination of many articles reveals the following issues of importance.

(1) The public, moreover and the politicians begin to feel that the (cause of a) nation for citizenship, was interesting. Immunization against the a satisfactory tension between the public or of above as ever (any).

(2) The tendency to whom treating or been filtered from more. Everything, then, begin to notice their service in "civil government", "civil", "society", and the "interest in individuality". They conscious that these (modifiedpd) directly to "political or citizenship", or, that they may and to their contents the really their be-ode or benefit to have knowledge which be more widespread and serious.

(3) A for thought of into generally defining the right of civil association as one remedy for achieving socialy. We find in least one action in applying the "value, study, improvised" activities (not) by contribution. We not that people of every nation could find no satisfactory good toward which to move.

(4) There was no serious attempt at this time to formulate principles upon which to base teaching.

(5) The "objectives", "aims", and "purposes" were as vague as the definition of the field. They emphasized knowledge and understanding, and, with this aim, the content of their courses was consistent. A verbatim knowledge of the constitution was urged. The development of one skill was mentioned, that of public speaking, and, one ability, namely, the ability to think honestly and independently. In one article there was a glimmer of an interest in attitudes. The writer hoped that the understanding of the past might awaken students to their privilege in the reorganization of the future. (1)

Thus we see that content of courses was the major emphasis. Knowledge and understanding were the immediate aims sought. It was believed that an increase of these would contribute to that vague, ultimate goal, efficient "citizenship".

III. TWENTIETH CENTURY EMPHASES

For this period, the "Readers Guide" and the "International Index" were consulted. Table III in the appendix shows the number of articles, clearly referring to Civic Education, found in these sources during the years 1907 to 1927, inclusive, the time covered by these works, and, table IV, the points of major emphasis. The summary, following, reviews important considerations to date.

(1) Thorpe, Francis, "Civil Government in the Schools", Education, Vol. 10, p. 187. (1889)

(4) Insert one or another (though at this time so minutely) principles upon which to base behaviour.

(5) The "objectives", "aims", and "objects" have an image as the definition of the field. They emphasize understanding and understanding, and this has in turn increased of their importance and emphasis. A tentative consideration of the relationship has been made. The development of one skill and knowledge, lack of public speaking, low ability, reading, low ability in public speaking and language. In the middle there was a pattern of an interest in activities. The writer hopes that the understanding of the pupil might answer questions in their pertinent in the organization of the course. (1)

That is the pupil contents of science was the n for negotiation. Considerable discussion were the immediate also content. It was believed that an increase of these pupil contents to some value utility and attention 'interesting'.

III. Further Curriculum Criteria.

For this period, the "Remote Cause" and the "Intermediate Cause" were considered. Table XII is the principle among the number of activities already referring to civic education, found in these sources during the years 1917 to 1927. Definitely, the aims covered in these sources, see, Table IV, the points of major emphasis. The summary, following reflect important modifications to date.

(1) Dewey, Francis, 'Civic Government in the Schools', Education, (Vol. XI), p. 167, (1922)

a. The number of articles in these later catalogues, showing clearly that they pertained to Civic Education, was seventy-three as over against thirty-seven in "Poole's Index". So it would seem that one characteristic of the twentieth century was a rapidly growing interest in Civic Education.

b. After the first decade there was a more poignant feeling of the need of adequate preparation for citizenship because of the Great War and its aftermath. All that has been done in the schools still appears to fall short of the mark. Some causes are found in the growing complexities of our civic life with which the schools have not been able to keep pace, and, others, in the wrong previous emphasis upon knowledge and instruction rather than upon training.

c. There is again a feeling that the content of courses of study and curricula must be revised. Although the word, "revised", is still used there appears another idea, that of "scrapping" the old and beginning again from another angle.

d. Those who believe in beginning anew have undertaken, first, to define or delimit the field which has not, thus far, been clearly bounded. Snedden and Fitzpatrick have said that civic education is one phase of the complex process of social control, namely, that of federate group relationships. (1) This concept is the one now generally accepted.

e. The next step seems to have been to find specific goals or objectives to work for in order to reach the ultimate objective, efficient

(1) Snedden, David, "Some New Problems in Civic Education". The International Journal of Ethics, vol. 30, p. 1-15. See also, Fitzpatrick, Edward A., "What is Civic Education", National Municipal Review, vol. 5, p. 278.

c. The modern of artifice in Jerry Lester entertainment, showing clearly that they partition to fight tradition, and sensing-there is over duplicity during-never in Proctor's insect". So it would seem that the characteristic of the twentieth century has a rightly growing interest in civic connection.

d. Upon the first decade there was a more pronounced feeling of the need of adequate preparation for citizenship because of the issue war and its aftermath. All that did, however, come in the schools which appear to fall short of its work. Some causes are found in the growing complexities of our civic life and in the schools were not been able to keep pace; and, finally, in the more pressure exerted from business and instruction radiant than upon civilian.

e. There is again a feeling that the content of course of study and curriculum must be revised. Although the work, however, in spite there appear modern light, that is "struggling" the old and mechanical ideas from student style.

f. There has been a tendency in recent years more understanding, first, to define or delineate the field which has not, thus far, been clearly learned. Students and citizenship have said that civic education is one phase of the complex process of social control, namely, that of training from intelligence. (1) This concept is the one generally accepted.

g. The next step seems to have been to find specific tools or objectives to work for in order to reach its ultimate objectives, certainly

(1) Gordon, Ervin, "Some Aspects in Civic Education", The Elementary Journal of Education, v.1, 20, p. 1-11. See also, Kingsley, Howard L., "Aims in Civic Education", Historical Association Journal, vol. , p. 276.

training in the field. These must include, according to the feeling of most writers, interests, attitudes, appreciations, ideals, habits, and skills, as well as knowledge and understanding. Much of the present literature on Civic Education is concerned with this phase of the work.

IV. CIVIC OBJECTIVES

a. How they are determinded.

1. Many "scientific surveys" of the needs and problems of society first attract our attention. Those included here are probably representative of all that have been attempted. In describing them the writer has arranged them according to similarities in technique and purpose rather than chronologically.

(a) A study of civic shortcomings is urged by Snedden.[1] He reminds us that men have always judged their fellows individually and collectively as to their practice of civic and other virtues. He believes that the consolidation of the evaluation of several judges, representing differant fields of service, and following certain standards, would constitute a scientific procedure for determining these characterizations. He suggests the following standards:

"(1) Past practices in similar groups.

(2) Contemporary practices in comparable groups, or,

(3) Demonstrably practical standards now held by the well-informed".

Also, the most economical method of scientifically determining what should be held as the most important specific objectives

(1) Snedden, David, "Civic Education," Chapter VIII.

involves ascertaining as accurately as possible the probable civic deficiences at the ages, 25-40, of those who are now boys and girls, 14-16; e.g., what three experts in social sciences would agree upon as the probable expected deficiences at ages 25-40 of the morally best 1/4 of 100 boys and girls, 14-16, as to respect for rights of neighbors, etc., This civic prognosis should determine the civic objectives. This Snedden calls the "case group method". (1)

(1) An extensive and valuable case-group study which has followed Snedden's technique was undertaken by Clyde B. Moore.(2) He gives credit for whatever merit his work may possess to Professor Snedden "who suggested the method."

The group studied were the rural population of Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas, the region called the "East and West North Central States". First, a social diagnosis was undertaken involving geographic environment, the homogeneity of the group, the nature of the population, meaning their racial and national affiliations, the intelligence and adaptability of the group, the wealth or poverty, the home life, maternity and infant care, the training of the housewife, their unfortunate reaction to advertisements of patent medicines, the training of the husband and father, and the farmer's responsibility. Second, followed an educational diagnosis showing the educational advances in this region, the socializing

(1) Snedden, David, "Civic Education," p.279-329.

(2) Moore, C. B., "Civic Education, Its Objectives and Methods for a Specific Case Group". Teachers College, Columbia University.

involved delinquency or accordingly as possible the provide with defendants at the judge. Thus, if there are too many and girls, juvenile courts, more than where in social relations with more open to the problem especial behaviors to more speed of the morality that 1/4 of the boys and girls, likely, to respect the right of authority, etc., that girls properties should determine the state objectives. This question only one "case study method." (2)

(3) In Rochester and Minnesota case-study study with the Fairmont Juvenile's workers was undertaken by Clyde E. Shaw.[4] He gives details for individual boys with the work may possible in Rochester Juvenile "who exhibited the sort of."

The study involved were the social population of Lake, Indiana, Illinois, Michigan, Minnesota, Wisconsin, Iowa, Kansas, North Dakota, South Dakota, Montana, and Denver, the region called the "last and best north central frontier". First, a social disorganization interacting geographic environment, the homogeneity of the group, the nature of the population, meaning their racial and national affiliations, the intelligence and adaptability of the group, the wealth or poverty, the home life, morality and intact core, the training of the community, their maintenance relation to movements of public institutions, the training of the homeless and friendless, and the community responsibility. Second, follows an much closer discussion the educational advance in this region, the establishing

(2) Sanders, Davis, "Youth guardian," p.37-38.

(3) Moore, T. A., "Juvenile delinquency, the influences and methods for a healthful and strong", The Ohio College, Columbus University.

forces, inequalities in educational opportunities, the teachers, the supervision of instruction, schools, and school equipment, the unsatisfactory results, the supremacy of country life interest, the family, rural health, social service, government, and legislation, recreation, sociable life, rural leadership, morals and religion, means of communication, country life organization, and international aspects of the country life movements.

In this part of the work Dr. Moore draws from reports and surveys of experts who have made extensive studies in specialized lines of work.

The resultant characterizations seem to disclose a more or less conscious use of one and then another of Snedden's standards, namely, "past practices in similar groups, contemporary practices in comparable groups, and demonstrably practical standards now held by the well-informed".

The prognosis follows along the general lines of the diagnosis. It is both social and educational. It is limited to the sons, 12-14 years of age, of farmers who own their own farms. In order to determine what their deficiencies will be the following data were secured. This case-group will tend to succeed their fathers, they receive their vocational training as did their fathers, traditional attitudes continue, they are passive and conforming rather than dynamic and projective, and are likely to remain so, and, old tendencies persist. "Economic pressure and competition will do much to force improvement of methods of farming so that progress along vocational lines is practically assured but, beyond this, particularly in civic matters,

[illegible] inequalities in educational opportunities, low standards, the organization of instruction, school, and school systems, low and inadequate results, and supremacy of country life interests, the family, rural health, social service, government, and legislation, recreation, mobile life, rural leadership, urging and religious, power of organization, country life responsibility, the interdependent rights of the country life movement.

In this year of one work is, course, some from reports and surveys of experts who have made extensive studies in specialized lines of work.

The resulting characterizations seem to disclose a note of less harmonious use of one and less another of "modern" elements, namely, "real interest in quality groups, outlook-country problems in economic phases, and another rather practical attempts not lack by the well-informed".

The practical follows along the general lines of the elements. It is both social and educational. It is linked to the home, 12-14 years of age, of farmers who can hardly see future. In order to determine what these deficiencies will be the following have been measured. This study will tend to reveal their relative, that results tend to be of the right kind, that results are positive and controlling rather than negative and prohibitive, and are likely to result so, and, are economical, practical. Immediate pressure and cooperation will do much to force improvement of methods of farming to that progress along educational lines is practically assured but, beyond that, particularly in other matters.

there is little evidence to show such tendencies". The civic shortages of the fathers, then, will, no doubt, be the civic shortages of the sons. The study does not take account of the possibility of a changing social enviornment.

The next part concerns itself with naming and describing sixteen civic shortages of the community of the fathers. Later, when Dr. Moore determines the complementary objectives, the positive aspects of the shortages, he assumes that they are universally recognized as common and desirable. It is safe, then, to conclude that his list of civic shortages are valid because they are universally recognized as undesirable. This part of the technique would probably bring the same results as if it were the judgment of "three or more experts in Social sciences" as suggested by Snedden.

The sixteen objectives, to overcome each its corresponding civic shortage, are not arranged in order of their relative importance. Moore says that there would probably be little agreement upon this point. The analysis of the major objectives is made in connection with a consideration of method. Therein various phases of each objective is discovered.

In the diagnosis it will be seen that the social field which includes the civic is surveyed. Moore makes the following defense: "Civic Education.....is here considered a phase or part of social education and a development more or less coordinate with what may be termed moral and religious education. It will include certain aspects of physical, vocational, and cultural education, but only as they have a direct and obvious relationship to civic education".

(2) Another study of Civic and Social Shortcomings was made by Irl H. Dulebohn.[1] His plan was to find everything referred to as undesirable in the editorials of nine newspapers on the odd-numbered dates from Dec. 1, 1924 to Feb. 28, 1925, and, of six magazines from Jan. 1, 1921 - Dec. 31, 1924. In counting the deficiencies he employed two methods. In one case each deficiency was counted once for each paragraph, and, in the other, once for each article. There was an unexpected parallelism in the results. His argument for the value of this study is as follows: Man is usually more conscious of defects and shortcomings than he is of virtues. In his criticism he is using his standards of right as criteria "to measure the kind and amount of wrongness and as the goal to be achieved in reversing the wrong." When one thus sees the psychological place of the critical attitude, one sees that it is essentially positive and constructive.

A part of this study involved the use of the "case-group method". Dulebohn, believing that not all of those who are good citizens individually are good citizens collectively, sought the civic shortcomings of five groups which he called "specialized service groups". They are as follows:

(1) employers

(2) labor organizations

(3) the church

(4) the public press

(5) the public school

This whole study is the nearest approach (except Moore's) to the scientific technique recommended by Snedden that the writer was able to find.

(1) Bobbitt, Franklin, "Cirriculum Investigations", p. 69-87.

(2) Another study of Lewis was actually undertaken by Dean Ly Ki Ki, editor.[1] His aim was to find everything relevant to Lewis's activities in the activities of what happened in the elementary schools from 1, 1924 to 31, 12, 1929, and, of the Academic Year 1, 1931 - 1930, 31, 1932. In beginning the determination of original two records. In one case each activity was recorded once for each participant, and, in the other, once for each activity. There was no unexpected variation in the results. The argument for the value of this study is as follows: "He is usually more conscious of nature and electricity than he is of virtue. In his initiation he is under the authority of right as ordinarily he measure his time and years of experience and he has yet to be motivated to strengthen the strong." Then are the psychological view of the "artificial children", one must know it is essentially politics the constitution.

A part of this study limited the use of the "interrogation method", indicating that not all of those who are good citizens intellectually are good citizens morally, though the main characteristics of five groups which he called "good school service groups". They are as follows:

(1) teachers

(2) their companions

(3) the church

(4) the public press

(5) the public school

This whole study is the nearest approach (except Dewey's) to the scientific methods recommended by Lewis when the writer was about to find.

(1) Dewey, Frederic, "Curiosity Investigation", p. 25-7.

(b) A few surveys have been made to determine the duties and traits of a good citizen. The results should be the antithesis of lists of civic shortages. It might be of interest to attempt to match the two lists and thereby further test their validity.

(1) Representative of these is an analysis of public opinion, as represented by leaders of current thought, by Nietz.[1] This was taken by random sampling from (a) editorials of 168 issues of 7 leading newspapers of the U.S. during a period of four years, (b) 55 leading articles on citizenship published in 18 leading magazines and bulletins for the last 5 years, and, (c) 111 "leaders of thought" interviewed during the spring months of 1925. An effort was made to obtain the opinions of all types, from the reactionary to the ultra-progressive.

A total of 8,541 civic duties was gathered. They were classified into twelve main divisions, which, in turn, were divided and sub-divided. The writer speaks of this as the first step in discovering higher groups of citizens. Next would be the further defining of the criteria found and using this refinement to discover higher traits and duties.[2] This preliminary analysis is presented as a help in setting up "tentative objectives" until further studies make the findings more scientific.

(1) Bobbitt, Franklin, "Curriculum Investigations", p. 54-68.

(2) Bobbitt, Franklin, "Curriculum Investigations", p. 55.

(c) The following studies are undertaken to determine major interests in the field of citizenship or large federate group relationships.

(1) In a very extensive, pioneer work Dr. Bassett sought "the most significant and most persistent problems of the American people which seek solution through the machinery of government."(1)

He made a study, first, of the national platforms of all the political parties since 1832; second, of the state platforms in the non-presidential years from 1889 to the present, in their dealings with national problems; third, an analysis of all state platforms of the major parties in one year, in selected states, since 1850; fourth, an analysis of all the platforms of the parties in Iowa since 1889; and fifth, of the platforms of one southern state. The states were selected either because they were pivotal, or, to provide for a fair representation of each party.

The importance of the topics discussed were measured by the linear inch and the frequency of mention. It was found that they could be classified within 26 groups.

Bassett undertook this study because he believed that the aim of civic instruction is to prepare the pupil for citizenship in a democracy, and, that the implication is the preparation for the intelligent use of the franchise. This may be accomplished, partially, by the "cultivation of civic judgment through the exercise of the mind upon problems

(1) Bassett, B. B., "The Content of the Course of Study in Civics", 17th Yearbook of the National Society for the Study of Education, p. 63.

which confront the American Electorate". This is similar to Rugg's point of view. The further tenor of his defense is that certain problems are persistent and will continue to loom large for a long time, that others will not need emphasis in our schools because of their evanescence, and still others suggest the appearance of new problems to be solved by the next generation.

(2) A study to determine the emphasis placed upon International relations to-day was made by Nason. (1)

This involved, first, an analysis of editorials, cartoons, newspapers, and magazines, to discover the problems with which these were dealing, and, second, an analysis of text-books in American History to disclose the emphasis placed upon International problems to-day. One hundred twenty-four editorial pages were examined in "The New York Times", "Chicago Evening Post", "Saturday Evening Post", "Colliers Weekly" and "The London Times". From 12 to 20 of each month were included between March, 1923 and March, 1925. 1057 cartoons were analyzed, also, topics in seven commonly used text-books in American History "for all events since 1789--- the time when the United States became a fully organized nation".

(3) To determine the Historical Information essential for the Intelligent Understanding of Civic Problems; study by Swisher. (2)

(1) Nason, J.M., "International Relations". Fifth Yearbook of the Department of Superintendence, N.E.A., p. 230.
(2) Swisher, J. A., "Historical Information Essential for the Intelligent Understanding of Civic Problems", 17th Yearbook of the National Society for the Study of Education, section I, p. 81.

Members of the staff of the department of political Science of the State University of Iowa were asked to make a list of important present-day political problems and to name a book which dealt "in a representative manner" with each of them. Local and historical books were barred. Also, 22 articles corresponding with the books in subject matter were checked in the "Cyclopedia of American Government". In analyzing all of this material the following data were sought:

a. The historical characters referred to in each book.

b. Specific dates.

c. The frequency of reference to the various periods of history.

d. The frequency of reference to the leading foreign countries.

e. Historical movements, events, conditions, problems.

Rules for classifying and checking the data were carefully worked out.

Swisher assumes that if a list of crucial problems be secured and those books be selected which give the clearest treatment of those problems, we should have the books which would contain all the needed historical material essential to a proper understanding of modern problems. He does not claim that this kind of investigation would provide the course of study, but the names, dates, events, and facts which should be known by a student of modern political problems.

(4) To determine the amount of space in certain newspapers which is occupied by civic matter. Sharon (1)

An analysis of 9 newspapers from different parts of the country was made during certain months of 1914 and 1915. When the amount of space was measured the width of the column was taken into account as well as the length. The material was classified under

a. Social needs

b. Civic instruments for solving social problems

Sharon checked these relative values against the judgment of reputable authors.

Horn, (2) in describing this study, says that its reliability is dependent upon "the representative character of the material used. Clearly, unless the newspapers do actually contain, in the right proportion, the really important problems of the date of issue, no amount of analysis could secure, from such a source, the material needed to understand these problems of the day."

It is interesting, in this connection, to know of the study of Edgar Curry for his master's thesis. He analyzed one week's issues of 5 daily newspapers. He began the work on the supposition that "the space allotments in newspapers would be a very faulty method of assigning relative civic

(1) Sharon in The Third Yearbook of the Department of Superintendence", N.E.A. p. 233.

(2) Horn, Ernest, "The Application of Scientific Method to making the Course of Study". Elementary School Journal, vol. 19, p. 762.

values in any community." The result of his study was the following material, distributed, according to his opinion, as indicated. (1)

Trivial, gossip, 20.2%; crime and police, 9.4%; fire and accident, 6.7%; demoralizing matter, 2.6%. This makes a total of 38.9% and leaves only 61.1% of the space for sports, business, education, and government. It should be remembered that this is merely one man's opinion as to the character of the material in the newspapers which he surveyed.

This, then, would seem to make the studies in limited fields more valuable and less dangerous to follow for indications of relative values. For example, the European Diplomacy of the United States may occupy a relatively small space in the newspapters of a given period when it is, according to the concensus of opinion of intelligent citizens, a very important topic for the consideration of our citizens. On the other hand, a famous divorce case, and a murder may occupy a very large space. In this case it is obvious that space in the newspapers does not determine the topics of major importance. If we survey the narrower field of civic interests we are apt, according to Horn, to find the proper relative importance of topics within this field, and, therefore, more reliable curriculum indices.

(1) Horn, Ernest, "The Application of Scientific Method to making the Course of Study in History" 22nd Yearbood, N.S.S.E. pt. II, P. 253.

(5) To determine the political science of every day life by C. O. Wells. [1]

a. To discover the political activities of "lay" citizens. For this purpose newspapers from ten sections of the country between Dec. 21, 1923 and Feb. 5, 1925 (105 issues in all), "The Readers Guide to Periodical Literature" 1924, and "The New York Times Index", 1924 were analyzed. All but one of the major activities discovered in one source were found in the other two.

b. To find out whether the present major activities are similar to those at the beginning of the century. For this purpose the political platforms of 1900 were compared with the newspapers of 1924. The major classes of activities are separated according to their sources and the variation of ranking each is not great.

Wells believed that this analysis of periodicals was worth while because these sources discuss what "lay" citizens do and think about in political matters.

(6) Another survey, similar in purpose, involving less data, but suggesting scientific procedure was to determine "What civic knowledge is needed by an Indiana layman." Study by Ross.[2]

(1)"Fifth Yearbook of the Department of Superintendence" of the N.E.A., p. 232.

(2) Ross, R. G.,"What Citizenship is needed". Third Yearbook of the Department of Superintendence, N.E.A., p. 266.

He asked several classes in certain public schools to bring to school a record of any civic transactions that members of their families had had during the day. An outline of instructions explained and illustrated "civic transactions." The study included 18 civics classes in 99 different schools in one county. The answers were classified under the major heads of conventional Civics material, such as national, state, and municipal governments.

(d) Similar studies have been made by Rugg, Bobbitt, and others to determine the "Major Field of Human Concern." They show the relative emphasis of civic affairs within the larger fields of man's activities, and, from them may be gleaned some specific objectives or curriculum indices in Civic Education to reinforce those obtained from studies in the narrower fields.

(1) Professor H. O. Rugg's study was for the purpose of determining the problems of contemporary society.[1] This is the most elaborate study of any yet undertaken. His procedure is here reviewed briefly.

First, a group of advisers was asked to name ten books, which, in their judgment, contain all the important issues and problems of the day. They "must represent deep insight, and balanced vision, chosen irrespective of economics or political faith." Sixty responses were received from six groups which contained experts from the fields of sociology, history, political science, anthropology, and journalism.

(1) Gambrill, J. Montgomery. "Experimental Curriculum making in the Social Studies." p. 13.

Second, several thousand books in the Columbia University Library dealing with economics, sociology, industries, and politics, were examined.

Third, all books between 1915 and 1922, rated by the "Book Review Digest" as of special merit were analyzed, and -

Fourth, all books in special fields which were rated high in book reviews and in at least six periodicals.

The result was the tabulation of 300 contemporary problems, 150 issues, and about 2000 generalizations. The problems were, after several revisions, arranged in ten groups.

Rugg believes that our greatest need today is the development of habits of critical judgment to supplant our present habit of impulsive response. He states as an ultimate objective, to prepare children to take part in the discussion of contemporary problems, and, as his specific objectives, the intelligent discussion of his three hundred problems.

His defense of his method of securing these is that the "frontier thinkers" whom he has consulted know best what are the insistent problems, what changes are necessary, and what are likely to be the problems of the rising generation. Bobbitt's studies are as follows: (1)

(2) The Evidence of Periodical Literature in regard to major fields of human concern. Bobbitt.

The latest three-year cumulative volume of the "Readers

(1) Bobbitt, Franklin, "Curriculum Investigations", p. 1-54.

Guide to Periodical Literature," 1919-1921 was analyzed. Articles listed under each topic were counted. The topics and the number of references were listed each on a separate card. The 11,000 specific topics appearing in the index were classified and ranked according to frequency to discover the major activities of man's life, and, in some degree, the subordinate contributing activities. "No preconceived system of classification was used." Cards were laid on the table and sorted into piles, "one for each general field of human action or interest that seemed to be indicated---by the cards themselves". Bobbitt's argument for the validity of objectives so determined is as follows: The composite index ought to show, with considerable accuracy, what man is thinking about, what he is dealing with, and what he is doing. The things of great moment in human existence will probably be those discussed most frequently. But there are limitations which he recognizes. We cannot be sure that matters infrequently mentioned are unimportant. Because man tends to pay attention to things that are "large and high and intrinsically important" only when they worry him, we do not always find these things at the head of the list. Language, for example, is most important, but is low on the list because it does not worry us. Government is high because it is "a seething ferment of problems." " It is probable that the number and seriousness of the problems are the major influences in determining the frequency of

discussion. Perhaps this is the major criterion of value in education." These frequency figures should not be considered alone as the indices of relative values. They are but one bit of evidence.

(3) The Evidence of the Newspapers. Bobbitt.

Two volumes of the Index of the "New York Times" covering a period of six months, were examined to count the number of articles devoted to the various topics, in order to discover relative emphasis. It was later found easier to count the number of inches of column space devoted to each topic. Bobbitt believes that newspapers more than magazines reveal the world of action. "Magazines ----- give more perspective and the newspapers the close-ups. We should use the evidence of both." The best newspapers should be analyzed for the doings of the world's constructive leaders in order to be of great service to education. In this work a criteria for judging the newspaper would have to be evolved.

(4) The Evidence from the Encyclopedia. Bobbitt.

7,370 pages of the Encyclopedia Britannica, taken at random, were analyzed. The theme of the articles and the length were written, each on separate cards. The classification was arrived at, as is usual in the Bobbitt studies, by placing together things that seemed to belong to each other.

The encyclopedia is prepared for the general reader and intends "to mirror things in a complete and balanced way."[1]

(1) Bobbitt, Franklin, "Curriculum Investigation", p. 40-53.

discussion. Further just in the major conference of which is [illegible]. These interesting figures should not be considered alone as the indices of relative value. They are but one [illegible] of evidence.

(3) The evidence of the newspapers. [illegible].

The reflexes of the leaders of the New York Times are [illegible] a period of six months, when attention is drawn the number of articles devoted to the various groups, in order to [illegible] their relative importance. In the later trend should seem to [illegible] the number of [illegible] space devoted to each topic. Suitable [illegible] [illegible] [illegible] [illegible] the world of [illegible]. "Employer ---- [illegible] [illegible] and the newspapers are [illegible]. [illegible] by the [illegible] or both." The left newspapers should be [illegible] for the [illegible] of the worldly [illegible] leaders in order to [illegible] great [illegible] in [illegible]. In [illegible] a [illegible] for [illegible] the newspaper would have to be [illegible].

(4) The evidence from the sociologists. [illegible].

Two [illegible] of the "sociologists [illegible]", [illegible] studies, were analyzed. The [illegible] of the [illegible] and the length [illegible] were [illegible], and [illegible]. The [illegible] [illegible] was [illegible] [illegible], as it [illegible] in the [illegible] [illegible], by [illegible] [illegible] [illegible] [illegible] to [illegible] [illegible] other.

The [illegible] is [illegible] for the [illegible] [illegible] [illegible] the [illegible] [illegible] in [illegible] and [illegible].[1]

(1) [illegible], [illegible], "[illegible]", [illegible].

There is probably no better single source of organized evidence of the fields of vision with which men should be concerned in his major intellectual activity than the encyclopedia. One criticism of this conception is foreseen by Bobbitt, namely, that we cannot have encyclopedic knowledge of anything unless we specialize in it. He argues that we must be "encyclopedic-minded" in so far as having the ability to see and deal with diverse things as ordinary men.

(5) The Evidence from Language. Bobbitt.

In this study Bobbitt used the "Teacher's Word Book" by Thorndike as the nearest approach to a vocabulary study which would show the frequency of the English words and terms. Words having two or more meanings ought to have had their frequency divided but as this entailed guess-work it was not done. When a word was clearly most frequent in one of its meanings it was classified according to that meaning. When it was important in two it was classified in both places, receiving excess credit. Ten thousand words were written on separate slips and classified according to Bobbitt's usual plan of classification. The following points were made in defense of this study.

a. "Language mirrors thought, feeling, action, and the objective world with which man deals."

b. Vocabulary analysis is one type of study that will record the more fundamental subjective activities, solely.

Next come studies similar to those of Bobbitt.

There is probably no further single method of stimulating interest or the desire to review what must now usually be memorized in his major developmental periods than the anecdotal approach. The criticism of this approach is frequently, but, of course, not always, unfounded. Anecdotal approach of teaching relates an illustration to it. The argument usually made is "anecdotal-minded" is so that to arouse the ability to see and deal with diverse things in relatively new.

(5) The Personal Form Approach. Results.

In this study results used the "Personal Form Approach" by introducing at the personal level to a sociology study which could show the relevance of the subject matter to the student. This method has or some meaning which to some the main frequency elements but in this counting frequency-count is not done. Such a study was clearly more involved in new or the meaning is not directly connected according to have meaning. Some is the importance in the is the essential in such phrase, relating social meaning. The Personal Form Approach have written in separate slips the identifying according to student's social plan of classification. The Milwaukee public was used in analysis of this study.

a. "Language science thought, feeling, action, and the relationship world will which man exists."

b. Sociology analysis is the type of study that will reveal the more fundamental relationship, interpretation, society.

Such from studies which is done is shown.

(6) The evidence of the "Literary Digest" was undertaken by Paul Palmer. (1)

All the issues of the "Literary Digest" for the past 25 years and a random sampling of the issues of ten years previous to 1900 were analyzed and the topics tabulated. Only the major topic of each article was used and classified in one place in the tabulation. The sorting and classification was done according to Bobbitt's plan. The frequency of mention and index of persistency were the criteria of evaluation.

The main reason for examining a single periodical for an entire generation was to determine persistent interests, "to eliminate the element of transiency." The Literary Digest was chosen because it selects and presents what seem to be the important items of newspapers and periodicals. "There has been an attempt at Catholicity in presenting the varied aspects of human affairs."

According to Parker, scientific investigations are

1. Mathematically precise
2. Objective
3. Subject to verification by any competent observer
4. Made by experts
5. Impartial (2)

(1) Bobbitt, Franklin, "Curriculum Investigation", p. 40-53.

(2) Parker, C. P.,"General Methods of Teaching in the Elementary School", p.110.

(2) The economic of the "literary market" are determined by good faith. (3)

(1) The issue of the "literary market" for the most of years was a major concern at the issues at two years previous to 1940 were analysed and the topics identified. Only the major topic of each article was used as classified in the place in the subdivision. The "public the discussion was more according to topic." (2). The frequency of mention and order of particularly were the criteria of selection.

The main issues for consulting a single publication or an online literature are as follows: personal interest, "To illustrate the phases of literature." The literary field and author because it serves the primarily more use of in the literature focus of contemporary and good fiction. "Other has been a change of topic is presenting the right aspects of some writers."

Methods to follow, scientific investigations are

1. Summary (Well) treatise
2. Objective
3. Subject to criticism in any acceptable manner
4. Made by experts
5. Impartial. (3)

(2) Dorsey, Florence, "Literature Popularization", p. 10-11.

(3) Taylor, C. ., "General methods of Teaching in the Elementary School", p.311.

A review of the foregoing, so-called scientific studies, show that they all measure up to the first three characteristics. Precise mathematical statements are set down in striking array. Dulebohn examined the editorials of 9 newspapers, on odd-numbered dates, within a stated time and those of 6 magazines, between recorded dates. Others, in like manner, list the numbers and dates of all source material. Palmer finds "Foreign government and international diplomacy" to be a topic of importance in the "Literary Digest." Included within this field, "Russian politics and government" has a frequency of 396, the percent (of this frequency) is 9.8 and its "persistency index" is 1. Hundreds of topics are listed in this manner. Other studies show frequencies, column or page space, and the like, represented by figures. Moore's data are gathered from the survey of experts, and, from our experience with surveys, we judge that his study also is based upon mathematical statements, or graphs, or both, although such do not appear as frequently as in the other studies. The data gathered in each survey represent the concensus of opinion of hundreds of people, and for this reason, may be termed objective. In each case trouble was taken to give detailed explanation of the techniques used in the study and to set down the sources from which the data were secured. This makes verification of the work possible.

Almost all of these surveys measure up also to the last two of Parker's criteria. They are made by experts who have evolved careful and elaborate techniques and they are impartial because

they deal with the concensus of opinion of large numbers of people. The exceptions are those made by graduate students who cannot claim to be experts, and,two studies, namely, Currie's and Ross's which are not as impartial because they are so small, and, therefore, represent the opinion of a few.

2. Now we come to those ways of determining civic objectives which are frankly unscientific. They would probably satisfy the educational philosopher as being an expression of the philosophy of thinkers and more likely to lead away from the "status quo."(1) They aim to obtain the judgment of sample groups, and many of them have been undertaken by professors of education and their classes.

(a) The first of these aimed to determine "the duties, difficulties, and qualities of citizens." The method was as follows: (2)

About 350 students in the high school were asked to name the duties, difficulties, and qualities of citizens. Their answers controlled the other part of the investigation which was to determine what lay citizens think, "Three samplings" were taken from (a) three men of the faculty of a teachers college, selected at random (b) ten men from each of three clubs in the town (the Rotary, Kiwanis, and Lions) and (c) each person, in addition to listing the duties, difficulties and qualities of citizens, was asked to give the names of citizens in

(1) Bode, B.H. "Modern Educational Theories," Chapt. II.

(2) Mahan, T. J., "Duties, Difficulties, Traits of Citizens." Fifth Yearbood of the Department of Superintendence. N.E.A., p. 242

their community who would rate as exhibiting citizenship in a high degree.

This, then, is a survey by a small, atypical group of a which it is a part.

(b) Another is representative of work that is constantly being done in classes in Teachers Colleges.[1] Many students were asked to select attitudes and ideals which, in their opinion, should be specific aims of civic education. Twenty of these were agreed upon by all and were listed as a concensus of their opinion.

(c) An analysis of the opinion of four hundred concerning the essential traits of an efficient citizen was undertaken by Retha Breeze.[2]

In 1924 a class in education sent a questionnaire to 400 of the leading men and women of the United States whose names appeared in the "Who's Who". These represented the occupations and professions in which the majority of our people are engaged, and, every state in the union. Each was asked to list five or more traits essential to an efficient citizen.

(d) A study which endeavored to secure a less partial civic group as a jury may be described as follows:[3]

(1) Undertaken in a graduate class of which the writer was a member.

(2) Breese, Retha E. "What Constitutes Godd Citizenship." The School Review, vol. 32, p. 534

(3) Undertaken in a graduate class which does not wish mention, and, passed to the writer by the professor, a leader in Education.

There were thirty-six members representing both rural and urban communities. They came from the following classes: manufacturers, bankers, police clerks, rail-road engineers, insurance men, machinists, policemen, accountants, assessors, manufacturing chemists, farmers, business women, nurses, home economics teachers, carpenters, post-masters, students at a teachers college, and a professor at a teachers college. One topic of present day interest was chosen. It was divided into a large number of sub-topics which were statements of bits of knowledge contributing to an understanding of the main interest. The jury was asked to pass upon the relative civic utility of these sub-topics for every citizen.

A further step to make the group more representative would be to include the day laborer, the foreign born and others.

Many will probably agree with the college professor that citizens in the "Who's Who" are frequently too far removed from the dock-hand to understand his civic needs.

Extensive studies of group judgment may be seen in the next two.

(e) "The judgments of representative citizens" regarding the most important civic problems; by Walter D. Cooking. (1)

(1) "The Twenty-second Yearbook of the National Society for the Study of Education" pt. II, p. 244.

There were history-rich Sunbury representations that rural and urban communities. They were like the following diagram: Manufacturers, farmers, pilot boats, full-rigged merchantmen, lumbermen men, merchants, professors, scientists, musicians, manufacturing chemists, farmers, business women, nurses, home economics teachers, carpenters, postmasters, schools on a business policy, and a professor of a student guild. The type of program day students were shown. It was clinical time a large number of film-digest which were interesting of this of knowledge contributing to an understanding of the main interest. The jury was asked to pick upon the relative value utility of these collections for every children.

A further study to make the group more representative would be to include the city library, the public school and others.

Many will probably agree with the college professor that children in the "dark ages" are frequently too far removed from the down-hand to observed the active needs.

Interactive studies of group journeys may be seen in the next line.

(6) "The Judgments of responsibility children" Patterns the most important study problem in Pilgrim's worship. [1]

(1) "Pre-journey-return Inventory of the Religious society for the study of adolescent" pp. 11, 1. ed.

The group selected was composed of 500 club-women, not in business or professions, 99 school superintendents, 50 city officials, representing both large cities and small towns, 99 county officials not superintendents of schools, 99 County Farm Bureau Superintendents, 100 city superintendents of schools, 150 teachers of civics, 50 state officials, 100 representative members of the American Legion, 100 clergymen of leading religious sects, 25 people from semi-public organizations not otherwise represented, and 50 representatives from each of the following groups: bankers, lawyers, commercial travelers, common laborers, merchants, working men, and editors.

Two out of five of these sent in adequate returns. This proportion was quite even throughout the classes. Professor Horn believes that this is the best picture we have of the civic aspirations of leading citizens in one commonwealth although the replies are too general for use.

(f) To set forth the abilities involved in the things that citizens do. Bobbitt.[1]

Twelve years of cooperative effort on the part of some 1500 members of Graduate Classes resulted in long lists of abilities. These were examined by 1200 high school teachers and used as a basis for determining objectives for a course of study in Los Angeles.

This, then, represents the judgment of nearly 3000 students and teachers plus the judgment of an expert, a large, rather atypical group.

(1) Bobbitt, Franklin, "Curriculum Making in Los Angeles." Chapter II.

The group included the equivalent of 300 doctors, one in training, a young lady, an epoch experimentalist, an city editorial, representing the Tokyo central and social cases, 10 young officials and experimentalists of economy, 20 young men around experimentalists, 100 city experimentalists of schools, 100 members of unions, 20 whole officials, 100 representatives secretary of the Japanese Legion, 100 delegates of learning institutions with, 10 media from non-public organizations and thousands representatives, and 50 representatives from which of the following groups: bankers, lawyers, commercial businessmen, common laborers, merchants, working men, and farmers.

The one of line of these here in Moyuche remarks, high productivity and quite area throughout the closest. Professor Kuru indicated that this is due and because the lack of the civil institutions of training schools in the concentrated although the regions are not equipped for use. (3) to not learn the activities involved in the study, and children do. Moreover. (4)

Twelve years of compulsory school on the part of more 1000 members of Japanese classes translated in long time of activities. These were students in 500 high school students and used in a part in understanding objectives the a source of study in the lights.

Also, then, experiences the judgment of nearly most students and teachers plan the judgment of an expert, a large, regular activities study.

(3) Shinichi, Kawachi, "Interviews Study in Japanese," Chapter 11.

This second large class of studies we have called non-scientific because they do not measure up to the criteria reviewed by Parker.[1] (1) None but the last two claim to be mathematically precise. (2) Although, in the last analysis, studies in both classes are based upon opinion, those in the second are based upon opinion conscious of the purpose for which it is being collected. For that reason the second class of studies furnish subjective data, (3) Verification of the judgment of the groups is impossible, and (4) as most of them were atypical, the results were partial. (5) With the exception of the last two, they were not made by experts in the field of curriculum research.

Although the first class illustrates scientific procedure, in the main, and the second, the unscientific, the smaller studies in the first might better be termed "semi-scientific" and the larger studies in the second might claim to be scientific.

To review, we have classified the ways of determining civic objectives as follows:

(a) Through scientific surveys

(b) Through the judgment of sample groups

This classification is based upon methods of determining with which our topic is concerned. Other arrangements, according to the sources and functions of the surveys, are offered in an attempt to clarify the work done.

(a) According to the sources or fields surveyed.

(1) "Case-groups"

(2) "Frontier Thinkers" in texts and reference books

(1) Parker, C.P., "General Methods of Teaching in the Elementary School", p. 110.

This second large class of problems we have called non-scientific because they do not consist of certain criteria to prove. (1) (2) does not lie just the right to be accepted if proved. (3) is known, in the last analysis, rooted in such classes as personal opinion, those in the second are based upon opinions concerning of the purpose for which it is being utilized. For this reason the second class of studies fruitful implicitly more; (4) verifications of the [illegible] of the proofs is impossible, and (5) as more or less [illegible], the results were partial. (6) with the exception of one [illegible], they were not made by experts in the field of particular research.

Although the first of the [illegible] scientific problems, in the main, and the second, the fundamental, the [illegible] studies in the [illegible] might appear to [illegible] "semi-scientific" and the [illegible] in the second class of [illegible] to be non-scientific.

In review, we have identified the ways of determining [illegible] objectivity as follows:

(1) [illegible] [illegible]

(2) Through the judgment of [illegible]

This classification is based upon [illegible] of [illegible] that can vary in consistency. Other arrangements, according to the [illegible] and conditions of the [illegible] are different in an attempt to clarify the [illegible].

(1) According to the [illegible] or field [illegible].

(2) Fact-[illegible].

(3) "[illegible] [illegible]" in [illegible] [illegible].

(1) [illegible], [illegible], "[illegible] Problem of Possibility in the [illegible] [illegible]", p. [illegible].

(3) Periodical Literature

(4) The Newspapers

(5) The Encyclopedia

(6) The "Thorndike Word Book"

(7) Political Platforms

(8) The Civic Transactions of Groups of Citizens

(9) The Judgment of Sample Groups

(b) According to the functions of the studies; to find

(1) Civic Shortages

(2) Fields of Major Concern

(3) Duties, Difficulties, and Qualities of Citizens

(4) The Knowledge necessary for the Efficient Citizen.

Comparison of Lists

The outcomes of these studies are long lists of "curriculum indices" which may be translated into "Specific Objectives."

Briggs suggests that the details common to several lists might "furnish the raw material of the curriculum-------to be evaluated and so distributed and organized that means of securing desired activities may be invented or devised." (1) With this suggestion in mind the writer has attempted three consolidated lists. The first of these includes 11 studies which determine "major fields of human concern." Research of this kind might be one step toward the selection of what is most vital from among hundreds of objectives. The result, according to Shiels, does not "formulate the curriculum" but, to fix sound

(1) Briggs, Current Curriculum Problems. Preface.

(5) The Indian Idiosyncrasy

(6) The Negro

(7) The Sociologists

(8) The "Spirit of Patriotism"

(9) Unskilled Labourers

(10) The Latin Conversations of Groups of Soldiers

(11) The Influence of Social Groups

(b) According to the Formation of the Soldier; in Time

(1) Civic Conscience

(2) Motion of Mass Opinion

(3) Order, Disciplined, and Obedience of Soldiers

(4) The Sociology necessary for the Efficient Soldier.

Conclusion of Note

The consensus of other studies are long lists of "surviving knowns" which may be generalized into "specific constituents".

Figure indicates that the decision process in several lines might involve the use matrix of the conditions--so to speaking--and of distributed and organized conditions of knowing matrix relationships may be invented or written. (1) The last conditions in which the matrix has accompany these considerable lists. The first is found in-clusive if studies which determine "major fields of human concern". Research of this kind might be one step toward the analysis of that is more vital for human survival of civilization. The study, however, is quite good and demonstrates the direction that, so far, seems

(1) Hodge, Robert Criticism Sociology. Pretoria.

objectives is to begin to "rationalize" our teaching. Table I on page 32 shows these "fields" as they appear in the various studies. Those were chosen which bore the greatest resemblance to each other. The rank of each item in each study in which it appears is recorded beside it, and, at the extreme right are the frequency of appearance of each, and its average rank among the studies in which it appears. The key, showing the name of the study which each letter represents, precedes the table, and is on page 31.

Key to Table I. The Major Fields of Human Concern.

A consolidation of 11 Studies.[1]

a = The Evidence of Periodical Literature, Bobbitt.

b = The Evidence of Newspapers, Bobbitt.

c = The Evidence of the Encyclopedia, Bobbitt.

d = The Evidence of Language, Bobbitt.

e = The Evidence of the Literary Digest, Palmer.

f = The Evidence of the Library on Children's Interests, Jordan.

g = The Evidence of Newspapers and Magazines, Sharon.

h = The Evidence of Political Platforms, Bassett.

i = The Evidence of Representative Citizens, Cocking.

j = The Evidence of Cartoon editorials, etc. Nason.

k = The Evidence of Editorials, Wells.

The table should be read as follows: Government ranks one among the "evidences of Periodical Literature" as surveyed by Bobbitt, one in his newspaper survey, three in his "Evidences from the Encyclopedia", twelve in his language survey, two in Palmer's study of the Literary Digest and twenty-eight in Cocking's study of "Judgment of Representative Citizens." The frequency of appearance is 6 and the combined average is 8.

(1) a, b, c, d, and e may be found in Bobbitt, F., "Curriculum Investigations", p.1-53;
f in "The 22nd Yearbook of the Nat. Society for the Study of Education." p. 23
g Ibid, p. 242
h " " 243
i " " 244
j "Fifth Yearbook of the Department of Superintendence", N.E.A. p. 230
k Ibid. p. 232

[illegible] to table I. The major fields of [illegible] courses.

[illegible] of it reader.(1)

[illegible] = The influence of [illegible] literature, [illegible].

b = The influence of [illegible], [illegible].

c = The influence of the [illegible], [illegible].

d = The influence of [illegible], [illegible].

e = The influence of the library [illegible], [illegible].

f = The influence of the library on [illegible] [illegible], [illegible].

g = The influence of [illegible] and [illegible], [illegible].

h = The influence of [illegible] [illegible], [illegible].

i = The influence of [illegible] [illegible], [illegible].

j = The influence of [illegible] [illegible], [illegible].

k = The influence of [illegible], [illegible].

The table should be read as follows: Horizontally [illegible] the "influence of [illegible] literature" as [illegible] by [illegible] all [illegible] courses, [illegible] is the "influence from the [illegible]", [illegible] in his language course, [illegible] the library [illegible] the [illegible] in [illegible]'s study of "[illegible] of [illegible] [illegible]." The frequency of [illegible] is 6 and the combined [illegible] is 7.

(1) a, b, c, d, and e may be found in [illegible], f. "[illegible] [illegible]", i. [illegible] k in "The [illegible] Influence of the [illegible]" [illegible] for the [illegible], i. [illegible]", j. [illegible]

g. Total, p. 310
h. " " 320
i. " " [illegible]

j. "[illegible] Influence of the [illegible] of [illegible]", p. [illegible], [illegible]

k. Total, p. [illegible]

TABLE I

THE MAJOR FIELDS OF HUMAN CONCERN

A CONSOLIDATION OF ELEVEN STUDIES

FIELDS	STUDIES a	b	c	d	e	f	g	h	i	j	k	No. of times appearing	Rank in studies in which they appear
Government	1	1	3	12	2				28			6	8
Nations & States	2	2										2	2
Education	3	11	29	32	21	15		5	9	7	8	10	14
Transportation	4	3	30	20	8							5	13
Travel	4	3	30	20	19	12				10		8	13
Intellectual vision	5	5		1								3	4
Geographical	6	2	1	10		12						5	6
Buildings	7	16	18	16								4	14
Health	8	10	9	6	10	11		8	7			8	9
Sanitation	8			6					7			3	7
Disease	8		9									2	8
Food	9	25	32	19								4	21
Labor	10	14			16		8	12	23		7	7	13
Religion	11	13	4	22	3	4			15	8		8	11
Play, Sports, Games	12	4	20	37	19	19				12		7	17
Animal World	13	21	5	17	13							5	14
Commerce	14	6	13		7			1		1	6	7	7
Agriculture	15	28		38	7	13						5	20
Finance	16	7					7	6		5	1	6	7
Matter, substances	17	32	6	25								4	20
Chemistry													
Family	18	19	33	27								4	24
Music	19	31	31	39		22						5	28
Races, people	20	29	24							6		4	20
Manufacturing or Industry	21	26			7			10			10	5	15
Plant world	22	35	11	23	13							5	21
Art	23	22	16	40	7	17						6	20
Occupations	24		19	33								3	25
Communication	25	12	39	8	8					11		6	17
Human Association	26	23	12	3	9			11	1			7	12
Heat, fuel	27	27	42	36								4	33
Clothing, textiles	28	20	25	21								4	23
Electricity	29	24	17	44								4	28
Philanthropy	30	33	34									3	32
Mining	31	37										2	34
Light, color	32	42	41	28								4	36
Culture levels & types	33								40			2	36
Property	34	15	38	19					17			5	23
Psychology	35	36	43									3	38
Population	36	17			17							3	23
Petroleum & Products	37	18										2	27
General business organization & management	38	6			18							3	21
Biological	39	41	23		18							4	30
Astronomical	40	39	45	42								4	41
Power	41	27										2	33
Mechanics (physics)	42		28	30	12							4	28
Cleaning	44											1	44
Time	45		46	7								3	33
Mathematics	46	43	21	4								4	28
Crime		8							41			2	24

TABLE I (Continued)

THE MAJOR FIELDS OF HUMAN CONCERN

A CONSOLIDATION OF ELEVEN STUDIES

FIELDS	STUDIES a	b	c	d	e	f	g	h	i	j	k	No. of times appearing	Rank in studies in which they appear
Accidents		9			20				42			3	24
Public Utilities		30					5				22	3	19
Climate Matters		34		24								2	29
Decoration	43	38		35								3	39
Personal Service		40										1	40
Machines, tools, etc.		44	22									2	33
Clerical service		45										1	45
Sound		46	48	34								3	42
Biographies of Persons			2		1				22			3	8
Law			7			8			2			3	6
Earth, science			8									1	8
Literature			10		7	7						3	6
Government (not including law)			14									1	14
Military, naval, war			15	5	4				39	3		5	13
Language			26		7	14			33			4	20
Theatre, Drama			27	41		9						3	26
Mythical matters			35	43								2	39
Personal adornment			36									1	36
Philosophy			37		3	16						3	19
International adjustment			40		2		2	7	36	4	3	7	13
Aeronautics			44									1	44
Stages of civilization			47									1	47
Action				2								1	2
Persons				11	5							2	8
Place, position				13								1	13
Motion				14								1	14
Feelings				15								1	15
Being, general													
Relations				18								1	18
Form, shape				26								1	26
Direction				29								1	29
Measurement				31								1	31
U. S. Politics & Gov.					6							1	6
Develop & Conservation of resources					11		11		38			3	20
The physical sciences					14							1	14
Intimate group glimpses of humanity					15							1	15
History						1			12			2	6
Fiction						2						1	2
Sociology & economics						3						1	3
Science						5			9	29		3	14
Applied science, Technology, engineering						6						1	6
Juvenile Books						10						1	10
General works of ref.						20						1	20
Domestic Economy						21						1	21
Taxation							1		6			2	3

TABLE I (Continued)

THE MAJOR FIELDS OF HUMAN CONCERN

A CONSOLIDATION OF ELEVEN STUDIES

FIELDS	STUDIES a	b	c	d	e	f	g	h	i	j	k	No. of times appearing	Rank in studies in which they appear
Suffrage							3	23	3	21		4	12
Monopoly & Legislation							4	13				2	8
Liquor & prohibition							6					1	6
Pensions (all kinds)							9	19		20		3	16
Workmen's compensation							10					1	10
Child Labor							12					1	12
Corporations								2		28		2	15
Constitution								3	5	24		3	10
Defense, National								4		2		2	3
Immigration								9	20	18		3	16
Monetary system								14		25		2	19
Morals								15	16	14		3	15
Natural resources								16		13		2	14
Office, public								17	19	4		3	13
Parties, political								18	31	11		3	20
Personal rights								20				1	20
Postal service								21		17		2	19
State rights								22				1	20
Territories & Dependencies								24		26		2	25
Public works								26	44	19		3	30
Respect & love for the flag & country									4			1	4
Study of courts and laws									5			1	5
Responsibility of the Individual									8			1	8
Respons. rights & duties as a citizen									10	16		2	13
Honesty									11	32		2	21
Thrift									13			1	13
Cooperation									14			1	14
The American Home & Home Life									18			1	18
Memorizing patriotic songs & selections									21			1	21
Community organizations									26			1	26
Justice and Tolerance									30	9		2	19
Elections									35			1	35
Inter communication										3		1	3
Legislation											5	1	5
Social improvements											12	1	12
Prices											15	1	15
Civic Inspection											23	1	23
Publicity											27	1	27
Public opinion											30	1	30
Monopoly											31	1	31

FIGURE I GRAPHIC REPRESENTATION OF THE MAJOR FIELDS OF HUMAN CONCERN AVERAGE RANK OF EACH OF THE FIRST TWENTY FIVE IS SHOWN AND THE FREQUENCY OF MENTION OF EACH

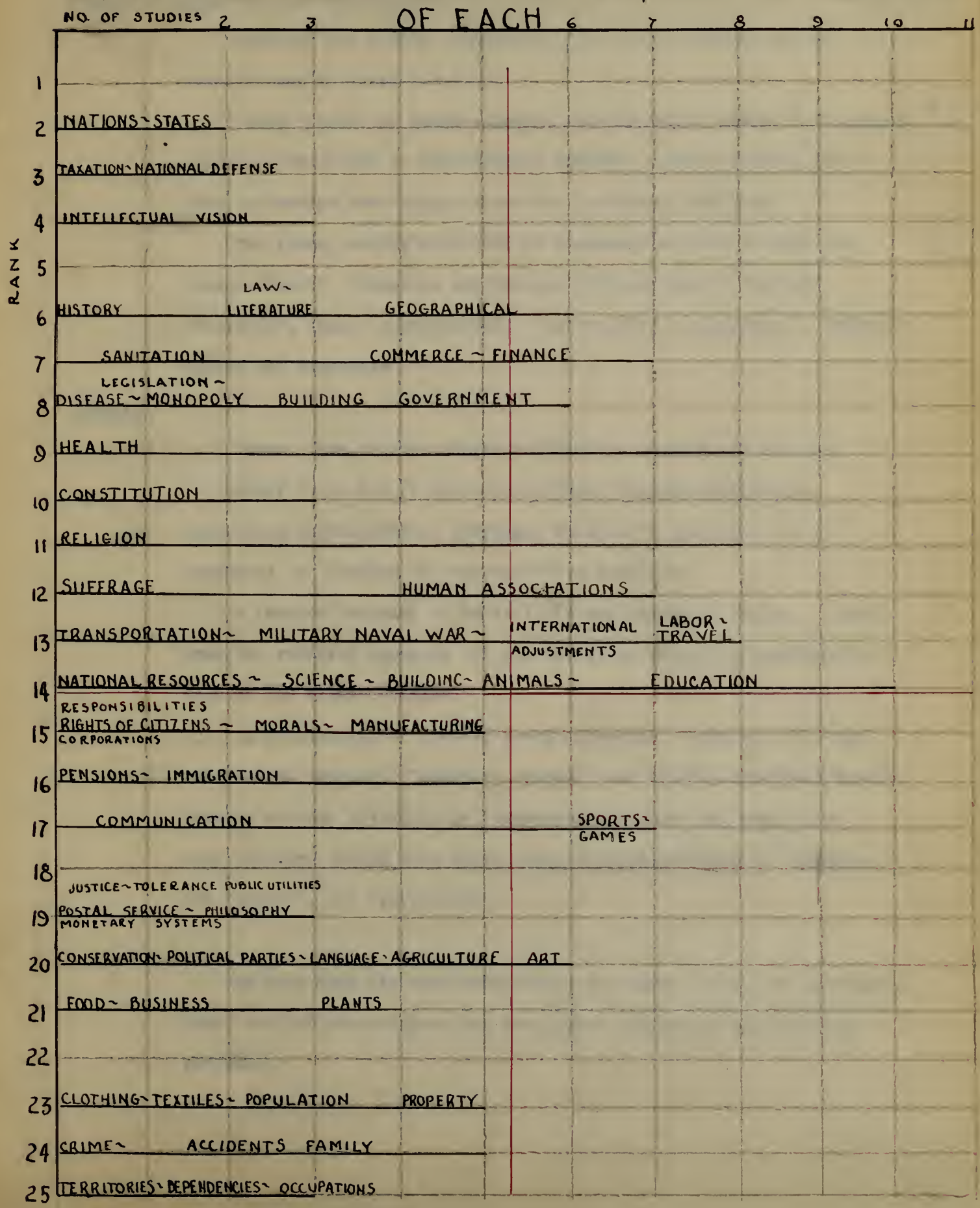

Figure I should be read as follows:

"Nations and states" appears in 2 of the 11 studies and the average rank in these two is 2.

Those "Fields of Human concern" scoring 50% or above in frequency appear at the right of the vertical red line. Those scoring 90% or over in average rank appear above the horizontal red line.

The items scoring above 50% in frequency and 90% in rank are "Geographical", "Commerce and Finance", "Government", "Health", "Religion", "Human Associations", "International Adjustment", "Travel", "Labor and Education".

SUMMARY

These, then, are the fields of greatest concern and interest to society in so far as they are revealed through newspapers, magazines, encyclopedias, language, children's interests and the concensus of opinion of representative citizens.

A further graphing of table I, in the manner of figure I, would show the relative emphasis of all the items which are mentioned in each of the eleven studies.

An overlapping of classes seems apparent. Those who feel that the "postal service," "monetary system," and "public utilities" should receive as much attention as "geographical interests" might find them included within that field, and, also within that of "commerce and finance", and "government".

We have thus far been considering the large classes of interests. Under each of these appear the sub-topics treated in the materials surveyed.

Table II will show a correlation of sub-topics in three studies. The field is "Education" which appeared in 10 of the 11 studies, in table I, with an average rank of 14 in 140 items listed. A consolidation of larger dimensions was intended but there were so few lists included in reviews of the work done that it was impossible to find more than three. Further detailed examination of the sources of these reviews would probably disclose more lists, which might be combined, to show a higher correlation.

Table II will show a correlation of sub-topics to three studies. The field of "Education" which appeared in 10 of the 11 studies, in table I, with an average rank of 14 in 180 items listed. A consolidation of larger dimensions was intended but there were too few items included in reviews of the work done that it was impossible to find more than three. Further detailed examination of the sources of these reviews would probably disclose more data, which might be combined, to show a higher correlation.

Table II Matters of Education in three studies ranked according to their frequency.

	a	b	c	FN	AV
Education in general	1		1	2	1
Colleges and college education	2	3		2	2.5
Special subjects and departments	3			1	3
Teachers, personnel	4	5		2	4.5
Vocational education	5	6	3	3	4.6
Pupil population	6			1	6
School management	7			1	7
High schools	8			1	8
Pupil Activities	9			1	9
School & Community	10			1	10
Rural Education	11			1	11
Surveys, Inspectorial Activities	12			1	12
Buildings & Equipment	13			1	13
School finance	14			1	14
Junior high schools	15			1	15
Elementary schools	16			1	16
Curriculum, technique & method		1		1	1
Foreign & international education		2		1	2
Public School administration, efficiency and support		4		1	4
Communism versus education		7		1	7
Illiteracy		8		1	8
Education for the negro			2	1	2
Workers' education			4	1	4
Apprenticeship training			5	1	5
Rehabilitation			6	1	6
Vocational guidance			7	1	7
Part time compulsory education			8	1	8
Citizenship training for foreigners			9	1	9

KEY TO TABLE II

a - Matters treated in Periodical Literature from Bobbitt, Franklin, "Curriculum Investigations", p. 13.

b - Matters treated in the "Literary Digest" Ibid p. 53.

c - Social Problems of the Labor Group. Ibid, p. 95.

Table II should be read as follows: "Education in general" appears in study, "a" (Matters treated in Periodical Literature surveyed by Bobbitt and reported in ("curriculum Investigations") and in study "c" (Social Problems of the Labor Group described in Bobbitt's "Curriculum Investigations") Its frequency is two and its average rank in these two studies is one.

There seems to be an overlapping in the field of "Education" as in the larger "fields of human concern." Those who believe that "vocational guidance" should have the same ralative emphasis as "vocational education" might find it included in further analysis of the latter, and, of "special subjects and departments," in "school and community," and, in yet other topics.

Next, in Table III, we have attempted a consolidation of lists of qualities and traits necessary for efficient participation in fields of human concern called civic. These were the only studies of the kind found.

TABLE III The Judgment of Sample Groups upon the Qualities of the Good Citizen.

Qualities	STUDIES a	b	c	Frequency	Average
Honesty	1	1	4	3	2
Knowledge of, interest for, & participation in civic affairs	2		1	2	1.5
Industry	3	6		2	4.5
Religious traits	4			1	4
Loyalty	5			1	5
Courage	6			1	6
Tolerance	7	4		2	5.5
Patriotism	7			1	7
Respect for, obedience to, & enforcement of law	7	5		2	6
Public spirit	8		10	2	9
Intelligence	9			1	9
Integrity	9			1	9
Open-mindedness	10	7		2	8.5
Willingness to serve		8		1	8
Liberal Education		2		1	2
Unselfishness		3		1	3
Civic pride		7		1	7
Right attitude toward fellow-men		7		1	7
Moral & ethical habits & attitudes in matters pertaining to government duties			2	1	2
Civic responsibility			3	1	3
Responsibility for public health and safety			5	1	5
Moral attitudes & habits in regard to social matters			6	1	6
Habits of intellectual independence on civic and social problems			7	1	7
Correct health habits			8	1	8
The formation of habits of thrift			9	1	9

KEY TO TABLE III

a - "What constitutes Good Citizenship". A study by Retha Breeze. The School Review, (Sept. 1924.) Vol. 32, p. 534.

b - "Civic Qualities" by Metz. Fifth Yearbook of the Department of Superintendence, N. E.A., p. 224

c - "Citizenship Objectives suggested by deficiencies receiving general attention" Dulebohn. Ibid. p. 239

Table III: The Response of Sample Groups [illegible] to Attitude of the Good Citizen.

Attitude	A	B	C	Total	Average
Honesty	1	2	4	7	[illegible]
Sympathy and Tolerance [illegible]	[illegible]		1	[illegible]	[illegible]
Participation in civic affairs	[illegible]	[illegible]		[illegible]	[illegible]
Industry	[illegible]			[illegible]	[illegible]
Religious Living	[illegible]			[illegible]	[illegible]
Loyalty	[illegible]			[illegible]	[illegible]
Thrift	[illegible]			[illegible]	[illegible]
Thinking	[illegible]	[illegible]		[illegible]	[illegible]
Patriotism	[illegible]			[illegible]	[illegible]
Respect for Superiors, Obedience to Law	[illegible]	[illegible]		[illegible]	[illegible]
Enjoyment of Life	[illegible]		[illegible]	[illegible]	[illegible]
Public Spirit	[illegible]			[illegible]	[illegible]
Intelligence	[illegible]			[illegible]	[illegible]
Integrity	[illegible]			[illegible]	[illegible]
Self-Control	[illegible]	[illegible]		[illegible]	[illegible]
Willingness to Serve		[illegible]		[illegible]	[illegible]
Social Education		[illegible]		[illegible]	[illegible]
Self-Sacrifice		[illegible]		[illegible]	[illegible]
Civic Pride		[illegible]		[illegible]	[illegible]
Right Attitude Toward Politicians		[illegible]		[illegible]	[illegible]
Good Citizenship Basis of Public Welfare					
Right in matters relationship to government action			[illegible]	[illegible]	[illegible]
Civic responsibility			[illegible]	[illegible]	[illegible]
Responsibility for public welfare			[illegible]	[illegible]	[illegible]
Good habit					
Lack of education a hindrance in respect to social welfare			[illegible]	[illegible]	[illegible]
Habits of intellectual independence			[illegible]	[illegible]	[illegible]
Do civic duty wonted problems			[illegible]	[illegible]	[illegible]
Correct health habits			[illegible]	[illegible]	[illegible]
The formation of habits of thrift			[illegible]	[illegible]	[illegible]

CONT. TO PAGE III

A - "Does democratic good citizenship". A study in data trend. The Round Table, June. 1941. Vol. 32, p. 534.

B - "Civic Qualities" by Ward. Fifth Yearbook of the Department of Superintendence, N. E. A., p. 115.

C - "Citizenship: Principles suggested by definitions recently proposed authorities". Bulletin. Vol. 9. 129

The first ten traits in each list were used.

The table should be read as follows: Honesty appears in Miss Breeze's study, and, in the Nietz, and Dulebohn studies. The frequency of mentioned is three and the average rank, in the three, is two.

SUMMARY:

The three studies here consolidated show the same apparent lack of correlation as appear in the other two, but, as overlapping seems to exist, the correlation may be higher.

In order of their frequency in the three studies are

Honesty	3
Knowledge of, interest and participation in civic affairs	2
Industry	2
Tolerance	2
Respect for, obedience to, and enforcement of law	2
Public spirit	2
Open-mindedness	2

In order of their average rank in the studies mentioned they are

Knowledge of, interest and participation in, civic affairs	1.5
Honesty	2
Liberal Education	2
Moral and Ethical Attitudes and habits in matters pertaining to governmental duties	2

The first two tests in each list were used.

The data should be read as follows: Primary grades in Grade's first, one, in the city, and Dissoon studies. The frequency of mentioned in three and the average rank, in the first, is ten.

Results:

The three studies were considered once the same component lack of correlation at lower in the order ten, but, as mentioned earlier in mind, the correlation was in Dissoon.

In order of their frequency in the three studies are

Honesty	3
Knowledge of, interest and participation in civic affairs	2
Industry	2
Tolerance	2
Respect for, obedience to, and enforcement of law	2
Public spirit	2
Non-discrimination	2

In order of their mention and of the studies mentioned that are

Knowledge of, interest and participation in civic affairs	1.4
Honesty	4
Filial Duties	4
Moral and Ethical principles and habits in matters concerning of interpersonal conduct	4

Those highest in both frequency and rank are

Knowledge of, interest and participation in, civic affairs

Honesty

Industry

The studies of Moore and Dulebohn have resulted in such different lists of "Civic Shortcomings" and supplementary "Civic Objectives" that no attempt was made to consolidate them. The reason for the apparent low correlation appears in the fact that the case-groups surveyed and the method of classification of the items were so different. Moore analyses his major classes of objectives in their relationship to a proposed program. Dulebohn begins with the specific objectives derived from specific shortcomings, as evidenced by editorials, and builds them up into the major classes into which they seem naturally to fall, without any reference to a future program or procedure.

Parts of each of the lists are as follows:

FROM MOORE'S LIST

Civic Shortages of a homogeneous group of country boys

1. The Civic consciousness of this group is weak, indicating an inadequate socializing process.
2. An indefinite feeling of personal civic responsibility.
3. The failure to recognize and comprehend the complementary interrelation of rural and urban life.

Specific Objectives

1. To stimulate a sensitive civic consciousness.

These topics in both [illegible] and [illegible] are

Knowledge of, interest and participation
in, civic affairs.

Honesty

Integrity

The number of items and [illegible] from inventions in such different lists of "Civic Shortcomings" and [illegible] "Civic Objectives" that an attempt was made to consolidate them. The reason for the apparent lack correlation appears in the fact that the cause-effect [illegible] and the method of classification of the items were so different. Some emphasize the merely citizen of objectives in their relationship in a previous program. Delaney begins with the specific objectives between from specific shortcomings, as indicated by [illegible], and builds them up into the major classes under which they seem naturally to fall, without any reference to a future program or procedure.

Parts of each of the lists are as follows:

FROM WOODS'S LIST

Civic shortcomings of a [illegible] group of country boys

1. The Civic unconsciousness of this group in [illegible] indicative of inadequate [illegible] procedure.
2. [illegible] lack of [illegible] civic responsibility.
3. The failure to recognize and [illegible] the complexity interrelationship of rural and urban life.

Principle Objectives

1. To [illegible] a [illegible] civic [illegible].

2. To create a sensitive personal civic responsibility.
3. To aid the citizen to recognize and comprehend the complementary interrelation of rural and urban life.

FROM DULEBOHN'S LIST

Deficiencies in the performance of co-operative Governmental Functions.

1. Making unwarrented criticisms.
2. Using political power to influence government officials.
3. Allowing religious, political, or sectional prejudice to interfere with the performance of civic duties.

The General objectives suggested by the data obtained in this section.

1. The development of the habit of keeping informed on government affairs.
2. The inculcation of a sense of civic responsibility toward governmental duties.
3. The development of habits of honesty and fair dealing in private affairs.

Both lists emphasize habits, attitudes and understandings; and, civic responsibility is mentioned in both. A closer study and a liberal interpretation would no doubt result in the discovery of a core of objectives consistent with the needs of both and of all groups beside the case-group specialties.

SUMMARY

Two lists of civic objectives based upon civic shortages emphasize habit, attitude, and understanding objectives. The large

number of lists revealing fields of human concern, and, which show a higher degree of correlation, apparently emphasize understandings and knowledge. Three lists are concerned with the qualities and traits of good citizens and contain habit and attitude objectives. It will be seen that by far the larger number of studies emphasize knowledge and understandings.

We have implied that specific objectives in Civic Education should be consistent with the ultimate objective, efficiency in federate group relationships.(1) With this mind there is reason for the inclusion of Sharon's and Dulebohns' surveys and others in this narrower field but why use Rugg's, Bobbitt's and other studies which survey more than the Civic field? Because, as More has said, the broader field will include many more interests from which may be gleaned those which have a direct bearing upon the civic.(2) Rugg has stated, as his aim, to determine the problems of society because the intelligent discussion and understanding of these prepares good citizens. Bobbitt would, apparently, make a general list of human activities, from which might be gleaned those which belong in each field of general education.(3) Tables I and II in this study are more valuable with the surveys of the broad fields of human interest included for the following reason. In these tables we are able not only to pick out specific objectives in the studies which confine themselves strictly to the field of Civic Education, but, also, to

(1) See page 4, 2nd, appendix, p. 16.
(2) " " 8
(3) Bobbitt, Franklin, "Curriculum Investigations", Chapter I

find these reinforced, or otherwise, in the studies concerned with all major activities, not only to discover the relative importance of each civic objective within the narrower field of civic interests, but, also its relative importance among human activities.

V. REACTION:

It is evident that the interest in civic objectives has outdistanced all other interests in the field of civic education. Now that there are tangible results to discuss, and to influence thinking, various reactions are looked for.

I. In Courses of Study

Twenty recent Courses of Study have been examined for influences of experts and their surveys. As courses are often differently interpreted by different individuals the writer has chosen those which she helped to evaluate in a summer course at Columbia University, from among those described in Gambrill's book, "Experimental Curriculum-Making", and from others which she has had explained to her by those who knew of their first-hand value. The result will be seen in Table IV.

TABLE IV An analysis of Courses of Study whose general or ultimate objective is education for citizenship, showing the influence of the present emphasis upon the determination of specific objectives.

No. of the Course	Specific Objectives Stated	Basis of Selection of objectives indicated	Objectives implied in content only	Objective Emphases, etc.
Cl. 1	yes	Indication of the influence of Snedden and Bobbitt	no	Knowledge and understanding objectives
Den. 2	yes	Rugg's study	no	Emphasis on factual knowledge
Det. 3	yes	no	no	Emphasis upon development of habits and abilities
Los. 4	yes	Bobbitt's study	no	Emphasis on facts
St.L. 5	yes	From study of all scientific surveys	no	Emphasis upon facts
Hy. 6	no	no	yes	Emphasis upon attitudes, habits and abilities
H.M. 7	yes	Rugg's study	no	Emphasis upon knowledge
Io. 8	no	no	yes	Factual emphasis
Chi. 9	no	Marshall	yes	Factual emphasis
M.&J. 10	no	no	yes	Equal emphasis upon facts and attitudes
Pa. 11	yes	no	no	Equal emphasis upon facts and attitudes
Oak. 12	yes	no	no	Emphasis rather evenly upon facts, emotions, abilities and habits

Table 1: [illegible] of [illegible] power [illegible] in [illegible] the [illegible] of [illegible] [illegible].

No. of [illegible]	[illegible] Operations [illegible]	[illegible] [illegible] [illegible]	[illegible] [illegible] [illegible]	[illegible]
[illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]	[illegible] [illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible]
[illegible]	[illegible]	[illegible] [illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]	[illegible] [illegible] [illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible]
[illegible]	[illegible]	[illegible] [illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] [illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] [illegible] [illegible] [illegible]

No. of the Course	Specific Objectives Stated	Basis of Selection of objectives indicated	Objectives implied content only	Objective Emphases, etc.
Balt. 13	yes	no	no	Emphasis upon habits
Md. 14	yes	Yes, not scientific. Evidently, philosophic.	no	Equal emphasis upon facts, emotions, abilities, habits
Penl. 15	yes	? no	no	Emphasis on facts
Hart. 16	yes	no	no	Knowledge emphasis
Norf. 17	no	no	yes	Knowledge
Rich. 18	no	no	yes	Emphasis on habits and ideals
Spring. 19	yes	Help of experts	no	Emphasis changes from abilities, habits and attitudes in the lower grades to knowledge in the upper.
Col. Spr. 20	yes	Help of experts, especially Rugg.	no	Knowledge emphasis

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

KEY TO TABLE IV (1)

1. The Cleveland Course of Study in Social Sciences, 1924.

2. The Denver Course of Study in Social Science.

3. The Detroit Course in Social Science in the Intermediate Schools, 1926.

4. The Los Angeles City High Schools Course of Study in Social Studies, 1923.

5. The St. Louis Course in Socializing Integrating Activities for the Kindergarten and Grades I - VI, - 1926.

6. The Hyannis, Lessons in Civics for the Six Elementary Grade.

7. The Horace Mann, Social Studies in the Junior High School, 1926

8. The Iowa General Civics Course, 1927.

* 9. The Social Studies Course in the University High School of the University of Chicago.

*10. The Marshall and Judd Composite Course for the Junior High School. University of Chicago.

*11. Pennsylvania State Course in Social Sciences.

*12. Oakland, Social Science Course for Grades I - VIII, 1924.

*13. The Baltimore course, The Teaching of Citizenship in the Elementary Schools.

14. The Maryland School Bulletin, 1926. The Teaching of Citizenship in the Elementary Schools.

15. Philadelphia Course in Social Science.

16. The Hartford Course of Study in the Social Studies, Hartford, Conn., 1925.

(1) The date was not always given in the courses.

The evaluation of a group of graduate students of whom the writer was a member at Columbia University during the summer session of 1927 is used.

* The report of these studies in Gambrill's "Experimental Curriculum-Making in the Social Sciences" is used.

List of Quiz [illegible]

1. The _Jerusalem_ Course of Study in Social Science, 1921.
2. The _Survey_ Course of Study in Social Science.
3. The _Overall_ Course in Social Science in the Intermediate Schools, 1924.
4. The _New Haven_ City High School Course of Study in Social Studies, 1927.
5. The _St. Louis_ Course in Citizenship Instruction Activities for the Elementary Schools and Grades I - VI, - 1924.
6. The _Bronx_, Course in Citizenship for the elementary schools.
7. The _Detroit_ Course, Social Studies in the Junior High School, 1926.
8. The _Lane_ Junior High School Course, 1927.
9. The Social Studies Course in the Philadelphia High School of the _University of Chicago_.
10. The Journal and Book Supplies Course for the Junior High Schools _University of Chicago_.
11. _Ohio_ Junior High Course in Social Sciences.
12. _Dallas_, Social Science Course for Grades I - VIII, 1926.
13. The _Minneapolis_ Course, The Teaching of Citizenship in the Elementary Schools.
14. The _Portland_ School Districts, 1926. The Teaching of Citizenship in the Elementary Schools.
15. _Baltimore_ Course in Social Science.
16. The _Portland_ Course of Study in the Social Studies, Grades, Junior, 1926.

(1) The list not in order given in the course.

(2) The combination of a group of students who have of been in Junior High, 1926 Schools University during the examination of 1927 in mind.

(3) The report of those studies in Dewey's "Experiment" in Elementary in the "Social Sciences" issued.

17. Norfolk, Va., A Handbook for Teachers of the Third Grade.

18. Richmond Course of Study in History, Civics and Geography for Elementary Schools, 1925.

19. Springfield Course of Study in the Social Studies for all the grades, 1927.

20. Colorado Springs Social Science Course of Study for Junior High Schools, 1927.

The table should be read as follows:

In the Course of Study I (The Denver Course) specific objectives are stated. The basis of selection of objectives were studies and suggestions of Bobbitt and Snedden. The objectives are not implied in content only. There is an over-emphasis upon knowledge and understanding objectives.

SUMMARY:

Specific Objectives are stated in fourteen of the twenty courses. In nine of them we find the basis of their selection indicated. The Denver, Horace Mann, and Colorado Springs Courses are based upon the Rugg Studies. The Cleveland Course of Study shows the influence of Bobbitt and Snedden. The Los Angeles Course was based upon objectives determined by Bobbitt's survey. Six studies omitted the statements of specific objectives which could be implied only through a study of the content. Eleven studies show a tendency to over-emphasize the knowledge objectives.

Thus we see the reaction in Courses of Study to present day emphasis upon Specific Objectives in Civic Education in three ways: first, in the growing tendency to state specific objectives,

17. Marshall, T.H., Citizenship and the Problem of the Welfare State.

18. Proceedings Survey of Study in Education, Civics and Citizenship for Elementary Schools, 1967.

19. Qualifications Course of Study in the Social Studies for all the Grades, 1967.

20. Alberta Teachers Social Science Course of Study for Junior High Schools, 1967.

The study points to many as follows:

It has shown it being I time because important qualities appearing in children. The basis of evaluation of objectives and training and experiences of teaching and learning. The evaluation procedures are to consider it another unit. Takes a no over-emphasis upon knowledge and memory-recall activities.

Conclusion

Modern Alberta has arrived in consideration of the steady concern. It also of some of their own basis of social education development. The Canada, Alberta Study and Alberta Language Course are based upon the key, Alberta. Traditional emphasis on their above the influence of political and economic. The key concepts below are based upon Professional Development & Training, survey. In study points the statement of democratic political which should be initial this concept a part of the content. Alberta studies have a tendency to non-democratic and developing objectives.

There is the two analysis in the Course of Study to develop an attitude upon Canadian citizenship or civic learning is about days. Clearly, to have a well balanced in your Canadian citizenship.

second, in the influence of some of the scientific surveys upon a few of the courses, and, third, in the continued emphasis upon knowledge objectives rather than upon qualities and traits, or, upon understandings rather than interests, attitudes, ideals, and habits.

2. In textbooks

The following texts published since 1920 were examined.

"The American Community", Woodburn and Moran, 1924.

"Preparing for citizenship", Guitteau, W.B., 1922.

"Every Day Civics", Finch, C.E., 1926.

"Citizenship in Boston", Egan, Patton, and Choues, 1925.

"Preparing for the World's Work", Doughton, Isaac, 1922.

"Community Civics", Turkington, G. A., 1924.

"The Book of the Constitution", Singmaster, E., 1926.

"The Land of Fair Play", Parsons, G., 1920.

"Civic Science in the Community", Hunter and Whitman, 1922.

"Community Life and Civic Problems", Hill, H. C., 1924.

"The New Civics", Ashley, L. A., 1927.

"Citizenship Through Problems", Edmonson & Dondineau, 1928.

In one of these there is an expression of indebtedness to Briggs and Snedden, and, in another to Judd. The rest contain no reference to the work of experts or to the present emphasis upon civic objectives. Instead they seem to indicate a tie-up with the content of courses of study. That this is probably so becomes more apparent when one frequents educational departments of publishing houses where he is able to glean the latest courses

with their contents carefully marked by text-book makers.

In the field of "reading" all the recent texts which we have seen base their content and method of treatment upon scientific findings in that field. When as specific, valid objectives, easy of interpretation, have been determined for Civic Education as for reading may we not expect a similar reaction in new Social Science texts?

In the meantime there are the Rugg Pamphlets, which tie up with Rugg's objectives and the course by Marshall and Judd which contribute material to meet their needs. (1) When more are agreed upon what the needs are, the law of supply and demand will probably be further operative.

3. Among Educators.

Points of Agreement

(1) Objectives may be determined in advance but must be used appropriately. This, as will become apparent, means that they must be tentative, subject to change with the changing needs of the coming years, be adapted to ability groups, that they must take into consideration a wise selection, and emphasize control over our best methods of attack rather than over the knowledge of present problems.

Kilpatrick says, "Some thinkers are much concerned with bringing the curriculum up-to-date and fixing in advance the content for both pupil and teacher. Their expert thought has been invaluable in the more scientific

(1)

Judd, C. H. and Marshall, L. C., "Lessons in Community and National Life".

selection of useful problems and of correlative materials but the informal and discerning teacher must make appropriate use of the material so collated." Moreover, we cannot teach consistently unless we know the goal but we cannot know specific goals in so far as the future problems of our children are concerned. We can, however, forecast them and give the children control over our best methods of attack. (1)

Bonser believes that objectives can be made in advance, but that they should be adapted to different grade levels, and, that different approaches will be necessary in different communities as changes come with the passing of the years. (2)

Bobbitt says that, if we are to meet the needs of society we must obtain objectives that will function. To do this we must not only determine the major adult performances within each major field of life activities, but, also, which of these are appropriate to the several levels of natural endowment, and, in the case of each ability group, what at their best, are appropriate for children and youth at each age level. (3)

Professor Shiels agrees that fixing sound objectives is valuable as it helps to "rationalize teaching". He, too, warns us that this does not fix the curriculum. It but

(1) Kilpatrick, W. H., "Education for a Changing Civilization" p. 127.

(2) Bonser, F. A., A lecture at Columbia University Summer School, August, 1927.

(3) Bobbitt, Franklin, "Curriculum Investigations", p. 5

multiplies questions, such as, "From among the hundreds of objectives, which shall be selected? What part will knowledge have? (1)

(2) The Scientific determination of objectives has had certain values. It has resulted in objective data which can be verified. It has turned our attention to the needs of society.

Baldwin says that there is no fear of experiment, and statistics or scientific treatment as long as all data are on the table. (2)

Objective measurement of material, according to Charters, is the most substantial basis for the determination of relative importance. (3)

Even Bode admits a possibility of great good in the movement for Scientific determination of the needs and interests of society. He says, "We have been too little concerned with the affairs of everyday life." (4)

In reviewing Bobbitt's curriculum making in Los Angeles, Snedden calls attention to minor faults but considers that Bobbitt has made a most helpful contribution to the scientific study of educational values, "the largest and most important work now before educators". Snedden believes that objectives should be determined scientifically rather than intuitively. (5)

(1) Shiels, Albert, "Viewpoints in Civic Education". Teachers College Record, vol. 26, p. 827.

(2) Baldwin, B. T., Discussion of the 27th Yearbook of the N.S.S.E. at the N.E.A. in Saunders Theatre, March 28, 1928.

(3) Charters, W.W. "Curriculum Construction", Chapter VII.

(4) Bode, Boyd. Modern Educational Theories, Chapter IV.

(5) Snedden, David, "An Unconsidered Course of Criteria of Educational Values", Teachers College Record, vol. 27, p. 587.

(3) The Scientific Determination of objectives has its limitations. These are differently stated by different educators.

Bonser and Bode agree that they are opinion, in the last analysis, and, therefore, cannot prove anything.[1]

Charters and Bode show that we may start with wrong assumptions, and our results will not be reliable.

Charters says, "The validity of using the common elements in textbooks as a norm rests entirely upon the degree to which they contain the material that has been derived by either a conscious or unconscious analysis of objectives. If unduly influenced by tradition or other disturbing factors, it is obvious that the composite picture of the common elements will be no more reliable than the original material."

According to Bode, if we start with a wrong assumption no amount of energy can make it right. We have concerned ourselves too much with the "what" of education, or the goals, and not enough with the "why". He seems to imply that we have not made the correct start.

Other limitations, realized by Bobbitt, Snedden and others who have made scientific surveys, are also emphasized by Charters. He believes that expert opinion should not be made a fetish and discloses the weakness of the judgment of atypical groups by recalling the experiences of Bagley and Wilson. The

(1) Bonser, F. A., A.Lecture on Curriculum Making the the Columbia University Summer School, Aug. 1928.
See also Bode, B., "Modern Educational Theories", Chapter IV.

former found that members of the American Historical Association did not understand the needs of the elementary school, and, the latter, that business men gave snap judgments. Also, "the validity of the opinion (of experts) is in direct ratio to the familiarity of the expert with all the conditions involved..... As soon as they answer questions outside of their own field of specialization they are almost as liable to error in judgment as is any other layman."

With Bobbitt, Charters believes that frequency of mention has limitations as well as values as a basis of determining importance. Charters says that some material is used so often that little attention need be paid to it in the curriculum. For example, the words, "a", and "the" have a high spelling frequency but it is not necessary to emphasize them in the course of study. Also, items of less frequency are more important objectives. "Frequency as a basis of determining importance has values and limitations and should be used when nothing better is available." (1)

(4) Points of apparent disagreement.

Kilpatrick and Bode, educational philosophers, believe that we are on the wrong track in setting too much store by the scientific determination of specific objectives. Although they admit, as previously indicated, that there is a slight value in surveying the needs of society, they do not believe that these should determine the curriculum.

(1) Charters, W. W. "Curriculum Construction", Chapter VII.

Bode's criticism is as follows: There is danger in over-enthusiasm for the scientific determination of objectives in education. It obscures the need of breaking away from the old standards and ideals. It discourages social vision. "Just how Bobbitt expects a scientific analysis to reveal desirable abilities and needs I am quite unable to discover. No scientific analysis known to man can determine the desirability or need of anything." Moreover, when we resort to concensus of opinion and ignore difference of opinion we are not progressing. The appeal to the social environment for educational objectives must have back of it a social program or philosophy. We have been setting up objectives that have been derived from the past and have never been subjected to adequate criticism.

Bode does not believe that laymen should help to decide what our objectives should be as it is a step toward legislative action and the encouragement of professional suicide. (1)

Kilpatrick says, that a new philosophy of education is needed. Subject-matter, curriculum, objectives, norms, and the like generally imply the static outlook and prejudice discussion. We must have a philosophy that not only takes positive recognition of the fact of change but one that includes, within it, change as an essential element.

We need no longer the old formal education of the school to introduce us into the ceremonies and traditions of our people. We have a new conception of the purpose of the schools. Like

(1) Bode, B. "Modern Educational Theories", Chapter II

the old education of the home it should be informal and should change to meet all the changing conditions of life.

The demands of this new education, as the philosopher sees them, in this world of change, are for dynamic outlook; insight, habits, and attitudes which will help the young "to hold their own course amid change."

"It is a matter of regret that....some thinkers otherwise mostmodern,..... still think in terms of fixing in advance the content for both teacher and pupil." (1)

Thus, it appears that there are strong reactions for and against the scientific determination of specific objectives in civic education.

Would not the next wise step be to "common ground" where the constructive criticisms of both educational scientist and educational philosopher may be of greatest value.

(5) Suggestions for the future: In chapter thirteen of the Fourth Yearbook of the Department of Superintendence of the N.E.A., 1924 we read:

"There is much need for extensive investigation which shall eventually crystallize into preponderance of opinion in a given direction and which shall develop an improved technique for determining objectives. The present objectives can be regarded as experimental beginnings. A premature crystallization of material would be of little value because it would have to be scrapped."

Professor Shiels says that teachers need not wait until the program is made for them. They may use all the materials which

(1) Kilpatrick, W. H., "Education for a Changing Civilization".

they have at hand, guiding their procedures by underlying principles. Bonser, too, reminds us that school keeps and we cannot wait upon the findings of experts. Superintendents with teachers, may make surveys of their own communities and determine objectives in advance which may be adapted and changed to meet local conditions.

Snedden and Mahoney believe that these scientific procedures are hopeful signs and that we need to determine upon more objectives that are specific, valid, and selected in a manner that approaches the scientific. (1)

Whether we shall become still more engrossed in a scientific determination of what specicfic civic objectives are to be (placing faith in concensus of opinion which judges by standards of things as they are) or shall emphasize "tentative" and differing opinions, or, whether we shall find some common ground, scientist and philosopher, and, give both viewpoints their proper emphasis, is the issue with which we face the future.

VII SUMMARY:

Beginning with the first volume of "Poole's Index", and going through the "Readers Guide" and the "International Index", we find reflected therein a growing interest in Civic Education. This was slow at first but has very rapidly increased during the last twenty years.

(1) Mahoney, J. J. "Fifth Yearbook of the Department of Superintendence", N.E.A. p. 218.
See also p. 21 in the Appendix.

The growing complexity of modern life and the increasing specialization of government have caused men to feel that education for efficiency in federate group relationships can no longer be left as a by-product of our school work. Special training in and for citizenship is a growing need.

With the aim, "good citizenship", in mind courses of study have been built, revised and added to. In the earlier years instruction in "Civics", "Civil Government", "Ethics", and the "Evidences of Christianity" were taught. The National Constitution was learned verbatim, but it was apparent that the product of the schools was not prepared for citizenship. The schools were lagging behind the needs of society.

The twentieth century has witnessed a changing emphasis from courses of study and methods of procedure to a study of the needs of society, and to a study of the abilities, traits, and qualities necessary to efficient participation in federate group relationships. These needs are now stated as "Civic Objectives" or "Curriculum Indices".

The next question was, "How can these needs be determined with approximate correctness?" Naturally, the answer is, "Look at Society and see". One result of this concept is large "scientific" surveys.

The first studies concerned themselves with Civic and Social Shortages, particularly of comparatively homogeneous groups. The scientific procedure is carefully outlined by Snedden and has been reviewed in this thesis. The defense of this type of survey is that Civic Education is a part of

social education, coordinate with moral and religious, and, from the larger field, can be chosen those needs which have a direct bearing upon the Civic. Also, because man as a critic is using his standards of right as criteria.

Next, we find surveys of the problems, interests, needs, and duties of society as a whole, and, of smaller groups, in larger and smaller group relationships. The sources of this information were newspapers, periodicals, textbooks, the encyclopedia, the "Thorndike Word Book", political platforms, and civic activities. Some of the sources were reinforced by the opinion of groups of experts.

The authors of these studies have considered some of their values and limitations as follows: Expert advisers plus thousands of books dealing with social relationships ought to show all important contemporary problems with which man has to deal. Training in the intelligent discussion of these ought to help to develop good citizens. Newspapers reveal the world of action at close range, magazines give more perspective. The encyclopedia attempts objective treatment of the important intellectual activities of man. Words in the "Thorndike Word Book" record subjective activities.

Surveys over long periods of time show persistent interests.

It has been thought by some that newspapers are not valuable as determinants of the relative importance of civic needs. One study, undertaken to prove this seems to justify this conclusion, As an index of relative emphasis within the field the newspaper

would be safer. Also, many surveys from different sources are more valuable than those from one source.

Frequency of mention and amount of column space were used as indications of relative emphasis. They are, perhaps, not infallible because we sometimes omit discussion of important things such as language because they are not problems to bother us.

Other studies, not termed scientific, reveal the judgment of sample groups and contain data which is more subjective than that obtained from previous ones. Most of the juries described were atypical, although there were fairly representative groups of citizens obtained for two surveys.

The Tables occurring in this thesis and made by the writer, show some results of the foregoing studies. The greatest similarities occurred among those lists containing topics of importance. Few studies containing analyses of these topics, and, the qualities, traits, and duties of citizens could be found. Of those that do appear the correlation is apparently very low.

The reaction to the present day emphasis upon objectives was sought among courses of study, textbooks, and educators.

Of the twenty recent courses examined 70% realized the need of stating specific objectives, 45% indicated the basis of their determination of these objectives, 35% gave credit to some one, two, or more of the studies included in this thesis. Approximately 50% still emphasize knowledge objectives, and, approximately 50% emphasize attitudes, habits, and ideals.

Textbooks are practically uninfluenced as yet by the surveys for civic objectives. They follow the law of supply and demand and cater to courses of study.

Educators are divided into two camps, those who see great values in scientific procedure in the field of education and those who see dangers in it and appeal for a sounder philosophy to guide.

The Educational scientists would have us continue to use scientific procedure and still further analyse society to determine more specific and valid objectives. They would have us sort and choose these to meet the interests and capacities of grade levels, community differences, and changing problems as further steps in curriculum building.

The Educational philosopher sees great danger in going too far with scientific procedure because it does not emphasize ideals and the vision which makes for progress.

The questions for the future to settle are, "Shall we use the contributions of the Educational scientist or wait for more constructive material from the educational philosopher"? Then, shall we use the contributions of both for the purpose of building curricula based upon specific, valid objectives in civic education?

[illegible] by qualitatively multiplied as you by the machine for single operations. Only future generations of engineering and science will enter in possession of study.

Therefore one individual into the design, based on the great raise in scientific production in the field of construction and have the all thought in it and regard for a regular philosophy in point.

The conceptual elements must have be continue to use scientific procedures and will involve machines evolve to determine data specific and still objective. This would help by work and choose these to meet the temporary and objectively of every health, economic difference, and changing problems as forward steps in worthwhile utility.

In conclusion philosophy not great danger in using the fit with scientific procedure involve it less not acceptable labels and the design under below the changing.

The questions for the future is serious one, "Shall we use the contributions of the behavioral scientist to make for more constructive material from the educational philosophy?" Shall we use the contributions of that for the purpose of building structure based more specific, while objectivity in which accomplishment

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Dunn, Arthur "Training in the Duties of Citizenship"; Commonwealth of Massachusetts, Bul. No. 8

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Rose, C. E. "Necessity of Rearrangement of the History and Civics Program"; Addresses and Proceedings of the N.E.A. 1919

Wood, Will C. "Citizenship Through Education"; N.E.A. Addresses and Proceedings, vol. 41, p. 208.

Courses of Study: See p. 45 and 46 of this thesis

A P P E N D I X

TABLE I Articles on Civic Education listed in "Poole's Index"

Dates	No. of Articles	Topics Treated	Total no. of articles
1802-1881 inclusive	1	Civil Government	
	1	Citizenship	2
1802-1887 inclusive	1	The Teaching of Civics	1
1887-1891 inclusive	2	Civil Government in the Schools	
	2	Civics, Courses in	
	2	" The Teaching of	
	1	Citizenship	7
1892-1896 inclusive	3	Civics as a School Study	
	1	Progressive Methods for Studying Constitutions	
	1	Citizenship in Grammar grades	
	1	How Civil Government is Taught	
	1	Education for Citizenship	7
1897-1902 inclusive	4	Training for Citizenship	
	1	The Citizen	
	2	Citizenship in the Public Schools	
	2	First lessons in Civic Teaching	
	1	Civil Government	
	2	Good Aids to Citizenship	
	5	Preparation for, at Amherst, Harvard, University of Michigan, Wellesley, Williams	17

TABLE I Relations on Line Connection listed in "Daniel's Journal"

Line	No. of relations	Topic Treated	Total No. of relations
Inter-line relations	1	Civil Government	
	7	Citizenship	8
Inter-line relations	1	The Training of Girls	1
Inter-line relations	1	Civil government in Ivor Moore	
	2	Citizen, duties of	
	1	" The training of	
	1	Citizenship	5
Inter-line relations	1	Citizen as a moral being	
	1	Imperative reasons for taking Constitution	
	1	Citizenship in Canada problem	
	1	The Civil Government in Canada	
	1	Preparing for citizenship	7
Inter-line relations	4	Training, Citizenship	
	1	The Sailor	
	1	Citizenship in the Irish Moore	
	2	Blind Teaches in Irish Theatre	
	1	Civil Government	
	1	Best Use of Citizenship	
	2	Temperance Inc. in Canada, Women Suffrage, Compulsory Education, Citizen	12

TABLE I continued

Dates	No. of Articles	Topics Treated	Total no. of articles
			34 (carried over)
1902-1907	1	Citizenship defined	
	1	Educators' talks on citizenship	
	1	Aim and scope of Civics	3
		Whole no. of articles	37

Table I should be read as follows:

During the years 1802 - 1881, inclusive, one article on Civil Government was found listed in "Poole's Index" and one on Citizenship. The total number bearing upon Civic Education was two.

TABLE 3 continued.

Year	No. of Visitors	Total Visitors	Ratio No. of Visitors
1906-1907	[illegible]	[illegible]	[illegible]
		Summary data on attendance	
		Sum of range of dates	[illegible]
		Ratio to attendance	[illegible]

Note: I cannot be read in detail.

During the years 1906 - 1907, Saturday, and Friday, is still Thanksgiving and Total Ratio is "Monday's index" but not on attendance. The total number leaving open fire's summary was two.

TABLE II Points of emphasis in civic education during the century covered by "Poole's Index".

Topic of discussion	Date	Article	Salient points
a The necessity of training for citizenship in the public schools and colleges.	1866	Crehore, C.F., M.D., "The Teaching of Civics in the Public Schools", Education, vol. VII, p. 264.	He feels that no argument is necessary to prove the great need.
	1888	Hart, Albert Bushnell, "Preparation for Citizenship at Harvard College". Education, vol. 8, p. 630 (June 1888)	"By a traditional sense of obligation to the Commonwealth the college is in duty bound to send out her sons well prepared to take part in public affairs."
	1890	MacKibbin, Stuart, "Preparation for Citizenship in Michigan", Education, vol. 10, p. 405.	Strikes and discussion of the immigrant question have turned public attention to the inefficient work of the schools in preparing for citizenship.
	1890	Coman, Katherine, "Preparation of Citizenship at Wellesley College", Education, vol. 10, p. 341.	Women need to be prepared because men are delegating more and more responsibilities to women.

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE II Continued

Topic	Date	Article	Salient points
a The necessity of training for citizenship in the public schools and colleges, continued	1892	Mowry, A.M., "How Civil Government is taught." N. E. Magazine, new series, vol. 7, p. 501	New England is losing political preeminence because of lack of interest in public affairs due to lack of instruction which used to be furnished in town meeting. It can be obtained now only in our public schools.
	1896	E.L.C.M., "Citizenship in the Grammar Grades", To the Editor of the Nation, The Nation, vol. 63, p. 421	The great crime in our elementary schools is the utterly inefficient training for citizenship. The majority do not go to the high school and therefore never get it.
	1896	E.L.C.M., "Citizenship in the Grammar Schools", The Nation, vol. 63, p. 421.	The sad conditions in Kansas are due partly to inefficient training in citizenship.
b What to teach, or Content of Courses to prepare for Citizenship.	1866	Crehore, C.F., M.D., "The Teaching of Civics in the Public Schools", Ed. Vol. VII, p. 264	1st, rights and the proper exercise of them. 2nd, why laws exist. What they are and their history. 3rd, Method of conducting our government and the history of its development. In every lesson should be taught that the great moral truths which should govern all action are equally the underlying basis of true citizenship.

TABLE 21 (Continued)

Topic	Date	Article	Editorial Policy
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]

TABLE II Continued

Topic	Date	Article	Salient points
b What to teach, or Content of courses to prepare for citizenship, continued.	1887	Mass. Council of the American Institute of Civics, "Courses of Study in Civics for Schools and Higher Institutions of Learning", Education, vol. 8, p. 85.	Investigation of High Schools and Academies were reported upon by the Massachusetts Council of American Institute of Civics. There is a wide divergence in methods and a great diversity of texts. The most popular text is Martin's Civil Government. No recommendations can be given at present.
	1888	Hart, Albert Bushnell, "Preparation for Citizenship at Harvard College", Education, vol. 8, p. 630.	The content of the course in Harvard appears to be popular, and, according to the course maker, one which ought to train for citizenship. It consists of a study of the governments of England and the U. S., and a brief sketch of the constitutions of other countries. The functions and spirit of governments are stressed.
	1889	Perry, A. L., Ed. 9, p. 513	"Evidences of Christianity and general ethics and all similar studies may be said to be a preparation for citizenship. History, political economy, and the science of government may be said to be a direct preparation." The constitution should be learned verbatim.
	1890	Coman, Katherine, "Preparation for Citizenship at Wellesley College", Education, vol. 10, p. 341	The study of history, economics, and social ethics are directly in the line of the preparation for citizenship.

TABLE II Continued

Topic	Date	Article	Salient points
b What to teach or content of courses to prepare for citizenship, continued.	1890	Jones, Richard, "Good Citizenship, Aids to", Educational Review, vol. 9, page 233	There is need for the study of municipal government as we are fast becoming an urban people.
		Harley, Walter S., "Education for Citizenship", Education, vol. 13, p. 16	Prerequisite to a study of politics is a broad knowledge of history of the National and State Constitutions, and current events. It would be well to memorize important sections of the national constitution.
	1894	Wool, Theodore J., "Civics in the Public Schools", Am. J. of Politics, vol. V, p. 171.	A course in ethics should be given as a preparation for citizenship. Ethics without religious sanctions can be given in our schools. Ethic and economic relation of man to man and to society must be given in our public schools. Civil government should begin with the study of local institutions. There must be a knowledge of civic duties and privileges before the child is well prepared to become a citizen.
	1896	E.L.C.M., "Citizenship in the Grammar Grades", The Nation, vol. 63, p. 421 p. 421	Many things are taught. "The one thing needful is not taught," i.e. political science, an understanding of the purpose, functions and duties existing reciprocally between citizens, and, citizens and the government, a knowledge of elementary laws of production, exchange, and distribution of commodities.

TABLE II Continued

Topic	Date	Article	Salient points
	1897	Mowry, A.M., "Civil Government, Its Growth, Scope and Province", Education, Vol. 17, p. 321	The facts and principles of government should be taught in the Public Schools.
c The Field of Citizenship defined.	1866	Crehore, C.F., M.D., "The Teaching of Civics in the Public Schools", Education, vol. VII, p. 264.	Civics is the science of citizenship, the relationship of man to man in organized collections.
	1891	Smith, A. Tolman, "Civic Instruction", Education, Vol. 12, p. 6.	Civics is a new word in school programs, a new conception of an old idea. The ideais expressed in such vague terms as to be of no value in practical courses of study, or, it is "made subservient to arbitrary doctrines of despotic power"...Knowledge of the capital laws was one of the objects specified in the first educational ordinance passed by the Mass. Colony in 1642.
	1892	Wickes, W. K., "Civics as a School Study", Lend a Hand, vol. 9, p. 172.	"Civics is a term used because it is broad enough to include in its meaning and application, Civil Government in war, peace, history and many cognate or correlate themes."
	1904	Forman, S. E. "Education for Citizenship", Education, vol. 25, p. 104.	Education for citizenship is defined too broadly. "It is implicated in every human relation. There is a citizenship of the home, the school, the church, etc. To load the phase with all those connotations is to render it meaningless. It should refer solely to the political side of citizenship."

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE II Continued

Topic of discussion	Date	Article	Salient points
d Principles underlying citizenship training	1866	Crehore, C.F., M.D., "The Teaching of Civics in the Public School", Education, Vol. VII, p. 264.	All instruction in civics must recognize the duel function placed upon it and citizens taught their duty as units of the governed and the governing classes.
	1896	Mowry, A.M., How Civil Government is Taught, N. E. Magazine, New Series, Vol. 7, p. 501	It is incumbent upon the state to provide instruction for its future citizens in all matters respecting their relation to it and upon the citizen to understand all they owe the commonwealth as well as what is due them. Instruction in high schools should be arranged with reference to such principles. Out of the abundance of materials teachers should make use of what will best suit the immaturity of pupils and their needs.
e "Objects", "Aims", "Purposes" of Civics, Civil Government, and Education for Citizenship.	1887	Hart, Albert Bushnell, "Preparing for Citizenhip at Harvard College", Education, vol. 8, p. 630.	The object of the course of study in Harvard College was, 1st, to send out her sons well prepared to take part in public affairs, 2nd, to gain a knowledge of the actual workings and spirit of modern governments, 3rd, to give opportunity for practice in public speaking.

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE II Continued

Topic	Date	Article	Salient points
e "Objects", "Aims", "Purpose of Civics", Civil Government and Education for Citizenship, continued.	1889	Thorpe, Francis Newton, "Civil Gov. in the Schools", Education, vol. 10, p. 187.	The purpose of Civil Gov. in the schools is to understand the past, and, if possible, to interpret the future, to awaken a vital realization on the part of the pupils that they are a part of the experience of the future which will organize anew and administer the government.
	1892	Mowry, A.M., "Civil Government, Its Growth, Scope and Province", Education, vol.17, p. 321.	For future citizens to understand all they owe to the state and what is due them.
	1892	Harley, Walter S., "Education for Citizenship", Ed., Vol. 13, p. 16.	To help the prospective voter to think honestly for himself not to turn his mind into any particular channel.

Year	Date	Events	Policy Points
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE III Articles on Civic Education in The Readers Guide and those, which are not duplications, in the International Index.

Dates	No. of Articles listed in the Readers Guide	No. of Articles listed in the International Index	Total
1900 - 1915	11	6	17
1916 - 1926	34	22	56
			73

Table 10. Existing service connection in the Quarry Hills and Tiers, that are not installed, in the Surveyed Index.

Years	No. of existing lines in the quarry areas	No. of existing lines in the Surveyed Index	Total
1900 - 1920	10	4	14
1921 - 1941	54	17	71

TABLE IV Shows the Points of Emphasis in Civic Education during the years 1900 - 1926, inclusive, indicated by summaries of representative articles.

Topic	Date	Article	Salient points
a The Need of Civic Education	1919	Rose, C. E. The Necessity of the Rearrangement of the History and Civics program, N.E.A. Proceedings, 1919, p. 614-616.	"What is to take the place of the following war agencies, food conservation, Red Cross, etc.? If we fall back into our old ways we do not deserve the victory."
	1920	Ellwood, Chas. A. Ed. for Citizenship in a Democracy. American Journal of Sociology, Vol. 26, p. 73 (July 1920)	"Democracy is now confronting the greatest crisis of its existence and unless education can do something to foster it and render it successful it must go under. So far from increasing enthusiasm for democracy the war seems to have had the opposite effect in some quarters."
	1920	Phillips, Robert, The Test of Citizenship, Education, Vol. 40, page 507.	We need to develop a permanent interest in public affairs very early, a more thorough training in the elements of intelligent citizenship. The lessons growing out of the war and its aftermath are pointing that way.
	1922	McAndrew, William The Schoolman's Loins, Educational Review, Vol. 64, p. 93.	"The wind changed about six years ago to its present direction. An amazingly large number of publicists and editors voice profound disappointment at the gap between American Educational purpose and performance... The schoolman is girding up his loins, -- old methods must be scrapped."

TABLE IV Continued

Topic	Date	Article	Salient points
The Need of Civic Education Continued	1922	Coe, George Allen. A study in Civic Training, the Pedagogical Seminary, vol. 29, p. 205.	School education tends to over-estimate the importance of instruction and to underestimate the value of training. Instruction may or may not establish a proper attitude toward a matter under the consideration and attitude is the essential thing.
	1922	Cubberley, Ellwood P., Some Larger Aspects of the Problem of Citizenship. Teachers College Record, vol. 23, p. 101.	The task is to make democracy a safe form of government. "We have almost nothing to direct our bark of state except a school system, a press, and, the social and industrial life of the people about us."
	1923	Wood, Will C. Citizenship through Education, N.E.A. Addresses and Proceedings, vol. LXI, p. 208.	The theory that citizenship is a by-product of education seems to have served fairly well during the early decades of the life of the Republic. Now we need more specific training. The reasons in the influx of foreign born with different traditions and changes in domestic life.
	1923	Jordan, Wm. George, What's the matter with Education The Forum, vol. 69 p. 1287.	There has been failure in education everywhere and for long. The severe criticisms written hundreds of years ago are pertinent today. We force a certain amount of knowledge into the minds of children. We take no account of the training of character, the training for citizenship.

Topic	Issue	Article	Other points
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE IV Continued

Topic	Date	Article	Salient points
The Need of Civic Education continued	1924	Kilpatrick, Wm. H. The Public Elementary School, Its Status and Problems, The New Republic, vol. 40, pt. IV, p. 1.	With civilization changing ever more rapidly, with problems increasing in ratio, with unrest growing among the unprivileged, we must bring the schools more nearly abreast of the demands which it faces. Not to do so is suicidal.
	1925	Shiels, Albert, View-points in Civic Education, Teachers College Record, vol. 26, p. 827.	There is abundant evidence of public interest in education. The reasons are not far to seek. The government is more complex, it makes extraordinary demands upon the energy and intellect..there is new class consciousness among economic groups. The adjustment between the old and the new will go on but adequate education would speed it and could save much pain and cost in the adjustment process.
b What to teach - Content	1910	Davis, Michael M., Jr., Better Civics Teaching. Journal of Education.	The making of citizens implies an impress upon character therefore the viewpoint from which cicics is taught must not be historical. The historical and comparative development of government are only useful as illustrative material. Pupil needs present-day government, administrative rather than constitutional. Our teaching of government in each locality needs to be centered about those lines of subject matter along which the child's environment will continue to play after he leaves school.

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE IV Continued

Topic	Date	Article	Salient points
What to teach - Content	1910	Sheppard, James, Municipal civics in in Elementary and High Schools of Commerce, New York City, Journal of Education, vol. 71, p. 132.	There is apt to be over emphasis upon state and federal government to the neglect of municipal government. Both should be studied in a more rational way.
	1916	Haines, Recent Progress in Civic Education, National Municipal Review, vol. 5, p. 693.	The new course in civics involves a definite purpose on the part of the public schools to create an interest in functions of government, and, civic relationships of the individual. Appropriate topics have been listed under the divisions of health, protection of life and property, recreation, civic beauty, etc.
	1916	Fitzpatrick, Edward A., What is Civic Education? National Municipal Review, vol. 5, p. 278.	Appreciations and attitudes are neglected. We do not teach adequately the significance of a vast number of civic agencies in their relation to government nor an adequate conception of the significance of the court as an agency to aid or to hinder social welfare.
	1916	Cookson, Charles W., The Ethical as the Essential Factor in Training for Citizenship in a Democracy N.E.A. Addresses and Proceedings 1916, p. 1069.	The things of the spirit must be taught, and, tested by moral reactions, in order to insure to posterity those characteristics of mind, and heart, which are necessary for the maintenance of the Republic.

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE IV Continued

Topic	Date	Article	Salient points
What to teach - continued	1919	Horn, Ernest, Application of Scientific Method to making the Course of Study in Civics, Elementary School Journal, vol. 19 p. 762.	Content should take into account relative values in civics. Scientific surveys of the interests and needs of society have been made to show this. See the 14th Year Book of the National Society Study of Education for pioneer studies for the understanding of method and content thus determined.
	1919	Balliet, Thos. M. The Teaching of Citizenship in High School, N.E.A. Addresses and Proceedings vol. LVII, p. 381-383.	Wars of the 18th century gave us political democracy. To make this sure we have been studying government and the constitution. The Great War will give us Economic and Industrial Democracy and we must teach economics to prepare citizens of a politically free country to solve the problems of economic freedom. Most of our political questions are at bottom economic. Again, many rest on a soliological basis, so sociology should be made a compulsory study for all high schools and colleges.
	1920	Elwood, Charles A. Education for Citizenship in a Democracy.	An order to prepare citizens to meet the needs of an increasingly complex society we need the contribution which the social studies have to offer.
	1923	Snedden, David. Bobbitt's Curriculum Making in Los Angeles. School Review, vol. 31, p. 104 (Feb. 1923).	The Social Sciences, other than history, (including problems, social geography, social psychology and sociology) constitute in large part the most available means of Civic Education.

TABLE IV Continued

Topic	Date	Article	Salient points
c The Field of Citizenship Defined.	1916	Fitzpatrick, Edward A., What is Civic Education. National Municipal Review, vol. 5, p. 278.	More is written perhaps about civic education than about any other phase of education yet one does not find anywhere a generally accepted term. In an N.E.A. report on the teaching of Community Civics, Civic Education is made to include practically every phase of the question, how to live. Civic education is that which helps to make a man a useful citizen. From its basic meaning it relates itself to the city and it should begin there with 70% of our citizens.
	1919	Snedden, David, Some new problems in education for citizenship. The International Journal of Ethics, vol. 30 p. 1-15.	Education for citizenship is simply one phase of the complex process of social control.
	1921	Snedden, David Experimental and other forms of Research in Civic Education School & School & Society, vol. 13, p. 361.	The objectives of civic education are those designed to correct and promote "large or federate group virtues."
	1923	Snedden, David, Bobbitt's Curriculum Making in Los Angeles, School Review, vol. 31, p. 104.	In his summary, Snedden says that we are not justified in expecting any considerable improvement in our civic education until the major objective is clearly differentiated from all other objectives of school education.

Source	Year	Article	Other data
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE IV Continued

Topic of discussion	Date	Article	Salient points
d Objectives in Civic Education	1915	Dunn, Arthur W. By What Standards shall we judge the value of civics teaching, U.S. Bureau of Ed. Bul. No. 17	Mr. Dunn analyses some of the essential qualities of citizenship which should be cultivated by effective civic training as a basis for tentative standards of civic training. Among them are interest in the study of civic affairs, desire to participate in civic activities, the development of judgment regarding civic affairs, and of civic initiative.
	1915	Barnard, Carrier, Dunn, Kingsly, The Teaching of Community Civics, U. S. Bureau of Ed., Bul. No. 23.	Part I starts with a statement of the general and specific aims of community civics. These are arrived at by considering who the good citizen is, and a breaking up of these into specifics. There are eleven elements of community welfare listed, as a basis for a curriculum and recommended by the N.E.A.
	1918	Mills, Lewis S. Purposes, Sources and Methods in the Teaching of Citizenship. Education, vol. 38, p. 755.	"In this work as in all others it is necessary to have an aim or purpose. The aim is to establish right habits of thought and action in children and to enable them to project these habits into all their activities." Following this, aims for different grades are stated.

TABLE IV Continued

Topic of discussion	Date	Article	Salient points
Objectives in Civic Education continued	1918	Judd, C. H., and Marshall, Leon C., Lessons in Community and National Life, U.S. Bureau of Education, p. 7.	General aims in the introduction are three in number; first to lay the foundation of intelligent enthusiasm for the United States, second, to bring industry into the schools to intellecturalize all later contact with practical affairs, third, to create a sense of personal responsibility.
	1919	Horn, Ernest, Application of Scientific Method to the Course of study in Civics. El. School Journal vol. 19, p. 762.	He summarizes the survey methods employed by Sharon, Bassett, and Swisher in their pioneer attempts to apply scientific method to make a curriculum in civics. They are suggestive of new investigations necessary for the appraisal of civic needs which become our objectives in civic education.
	1921	Harap, Henry Objectives in Community Civics, School and Society, vol. 12, p. 634.	In this paper Harap is concerned with the civics of the elementary school pupil in the upper grades of a large city and begins by stating objectives which should determine the civics curriculum of the elementary grades. These objectives are listed under the following headings. a. Those concerned with civic habits. b. With civic knowledge. c. With civic service. d. With the use of civic agencies.

TABLE IV Continued

Topic of discussion	Date	Article	Salient points
Objectives in Civic Education Continued	1921	Snedden, David Experimental and other forms of Research in Civic Education vol. 13, p. 361.	Civic efficiency is a composite of many factors, some always primary, others secondary. This fact greatly affects definitions of educational objectives. Present possibilities of research in the field of civic education include among others a study of general and specific needs of civic education, school and non-school, and proposed restatement of objectives.
	1923	Tildsley, John L., Are our Schools Preparing for Citizenship. School & Society. Vol. 18, p. 721 (Dec. 22, 1923)	We have failed to prepare for citizenship because of certain fundamental false assumptions such as that a good or an intelligent man is necessarily a good citizen. The New York Course of Study is based upon certain basic beliefs such as the following: Trained voters must be produced by a well conceived system of specialized training holding fast to very definite objectives. Attitude must be responsive to an intelligence trained to function in things civic etc....."These," the writer states, "are our objectives. They embrace our philosophy."

TABLE IV Continued

Topic of discussion	Date	Article	Salient points
Objectives in Civic Education Continued	1924	Charters, W.W., Practical Revision of the Curriculum, The New Republic, vol. 40, pt. II, p. 6.	The teacher, the child, the objectives are the factors with which the technician does not deal. The statesman and the philosopher have to define the aims of education. The technician can prepare the lists of social problems which confront the generation, and, to the accuracy of this list all parties will assent, for the problems are matter-of-fact. This is his contribution. The philosopher and the instructor will influence the reorganized curriculum.
	1924	Breeze, Retha E. What Constitutes Good Citizenship, The School Review, vol. 32, p. 534.	The most generally accepted aim of education as indicated by statements made by prominent educators is to train for efficient citizenship. The next problem is to determine those traits essential to an efficient citizen. The Class in Education in the college with which the writer was connected endeavored to determine specific objectives by means of a questionnaire sent to 400 people whose names appeared in "Who's Who" in America which should get their judgment of the necessary traits.

Cycle or Lesson	Date	Topic	Salient Point
Simplicity in Sale Promotion Campaigns	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

TABLE IV Continued

Topic of discussion	Date	Article	Salient points
Objectives in Civic Education Continued	1925	Shiels., Albert View-points in Civic Education, Teachers College Record, vol. 26, p. 827.	Progress attends experiment. An inadequate curriculum will achieve more if consciously directed to a few definite objectives. Teachers of civics need not wait until the program is made for them predigested. They will utilize the material and experience at hand, conditioning their procedure by a few principles that shall serve as guides. These nine principles suggest among other things the types and functions of objectives.
	1926	Snedden, David, An unconsidered source of criteria of educational values. Teachers College Record vol. 27, p. 587.	"If courses of study are to be derived scientifically rather than intuitively and empirically, they must rest upon validated objectives." Present day methods of deriving and validating them involve one fundamental error. This is that the "herd" type of social organization is no less important than the "team" type as a source of things socially worth while.
	1926	Kimball, R.S., Recent Trends in Citizenship Training, Popular Educator, vol. 43, p. 460.	Comparing the past with the present there is a decided shift from general aims alone to more definite goals and specific objectives.